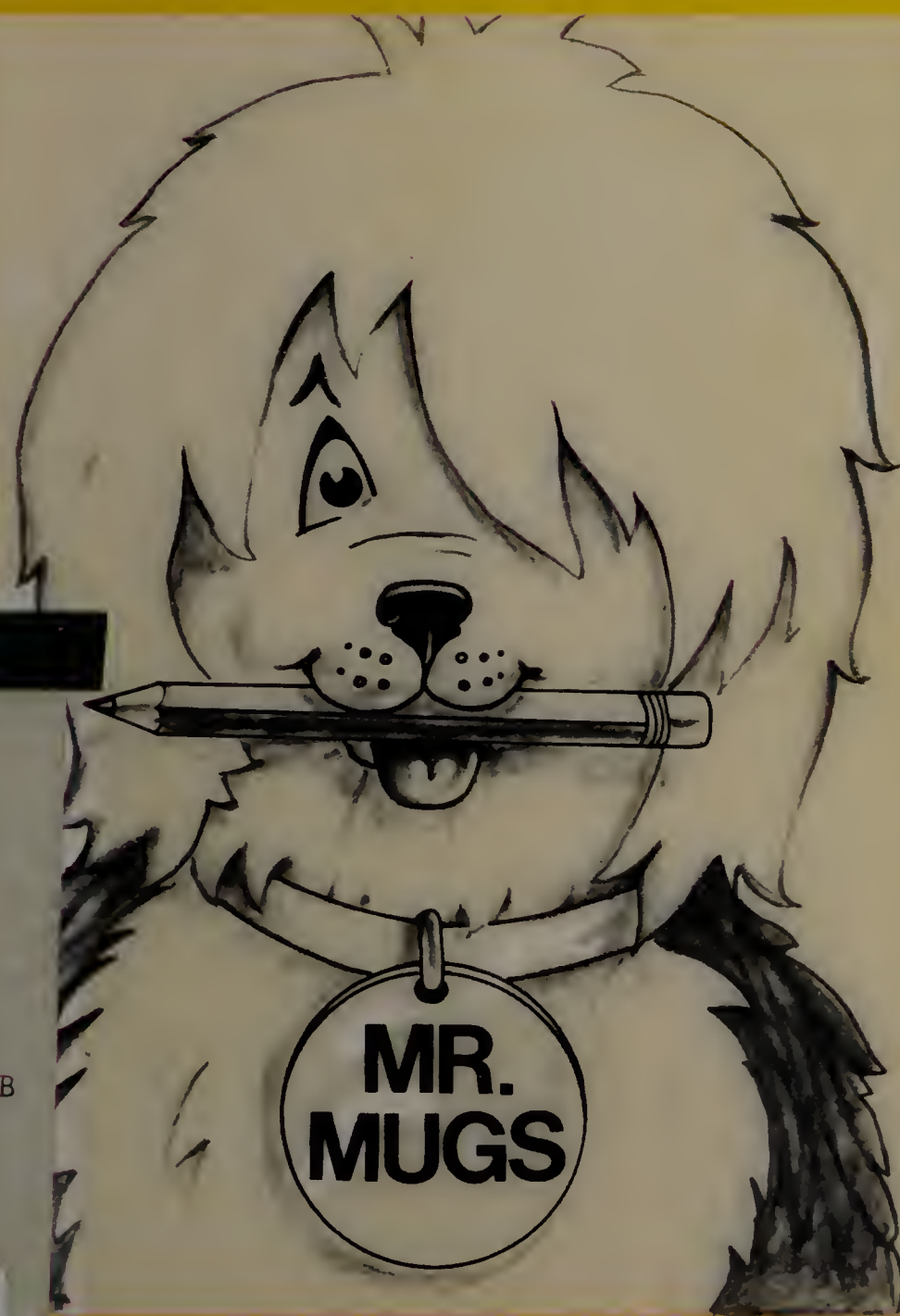


LEVEL

3

# Self-Help Activities

## Starting Points in Language Arts



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LEV.3

ACT•BK•B

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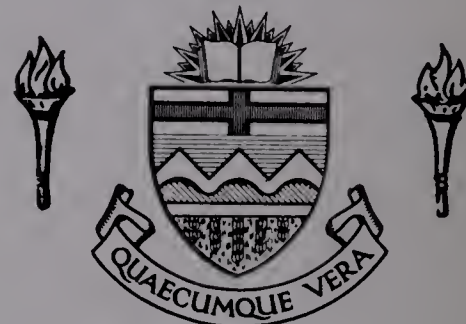
**BY: Martha Kambeitz  
Carol Roth**

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Included are:

Decoding Skills  
—Phonemic Analysis  
—Structural Analysis  
—Word Recognition  
Initial Writing Skills  
—Printing

(See Skills Index, Inside Back Cover)



The Self-Help Activities in this book include activities based on the decoding skills and the initial writing skills taught in Level Three. Word recognition reviews are based on the vocabulary taught in Level Three.

Comprehension skills and language skills are included in many of the skills practice pages. These are shown as secondary objectives at the bottom of these pages.

It is recommended that the decoding and initial writing activity pages be used with the corresponding lesson plans in the Teacher's Guide for Level Three. They can be done independently by the children after the teacher has made sure that the directions are understood. Each activity, when completed, should be checked by the teacher and the children working together.

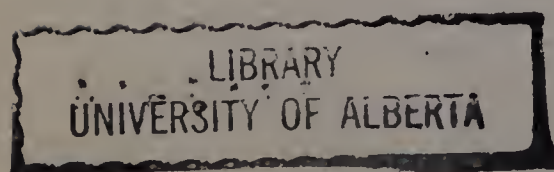
Illustrations by : Halina Below, pages 25, 26, 27, 30, 31; Dale Kasarda, pages 2, 3, 5, 8, 14, 18, 37, 43, 44, 48, 53, 54, 55, 56, 58, 61, 61, 67, 69, 71, 88, 89, 93, 94; Bill Kimber, pages 1, 7, 10, 11, 12, 13, 19, 24, 28, 29, 35, 36, 40, 41, 42, 46, 49, 57, 60, 63, 65, 66, 68, 70, 74, 77, 80, 83, 85, 87, 92, 96; Sandi Lamanna, pages 4, 38, 72, 95; Sinae Lee, pages 51, 52; Don Sinclair, pages 75, 76, 78, 79, 88, 90, 91; Christine Yannakis, pages 21, 22, 23, 34.

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ABCDE-07987

Printed in Canada



# My name is

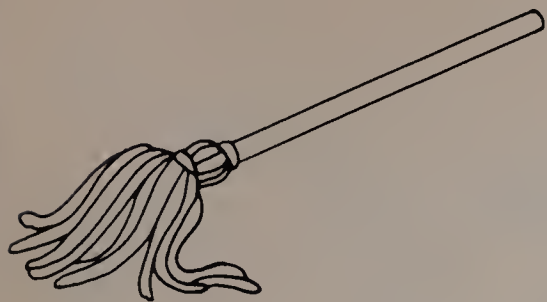
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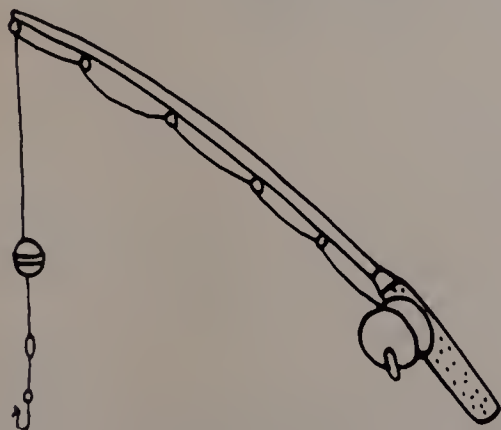
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mop



Phonemic Analysis of Unglided (short) o/Spelling/Printing. — Say the name of each picture. Print the name of each picture on the line.

My name is



Mr. Mugs wanted  
to play.

Mr. Mugs wanted  
to play.

Printing/Language Development. — With your pencil, trace the solid words in the run-over sentence. Join the broken letters to make the words. Using the starting points, print the run-over sentence.

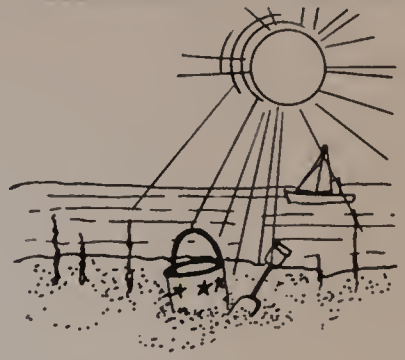
My name is \_\_\_\_\_

It's \_\_\_\_\_

today.

hot

hat



Mr. Mugs is on Curt's \_\_\_\_\_

lot

lap



Curt can \_\_\_\_\_

and run.

ham

hop



Let's play \_\_\_\_\_

tag

fog

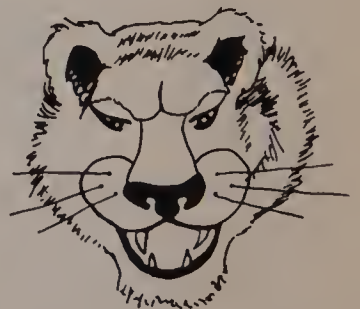


Do \_\_\_\_\_

pat the tiger.

tan

not



Phonemic Analysis of Unglided (short) a and o/Word Recognition/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

# My name is

---



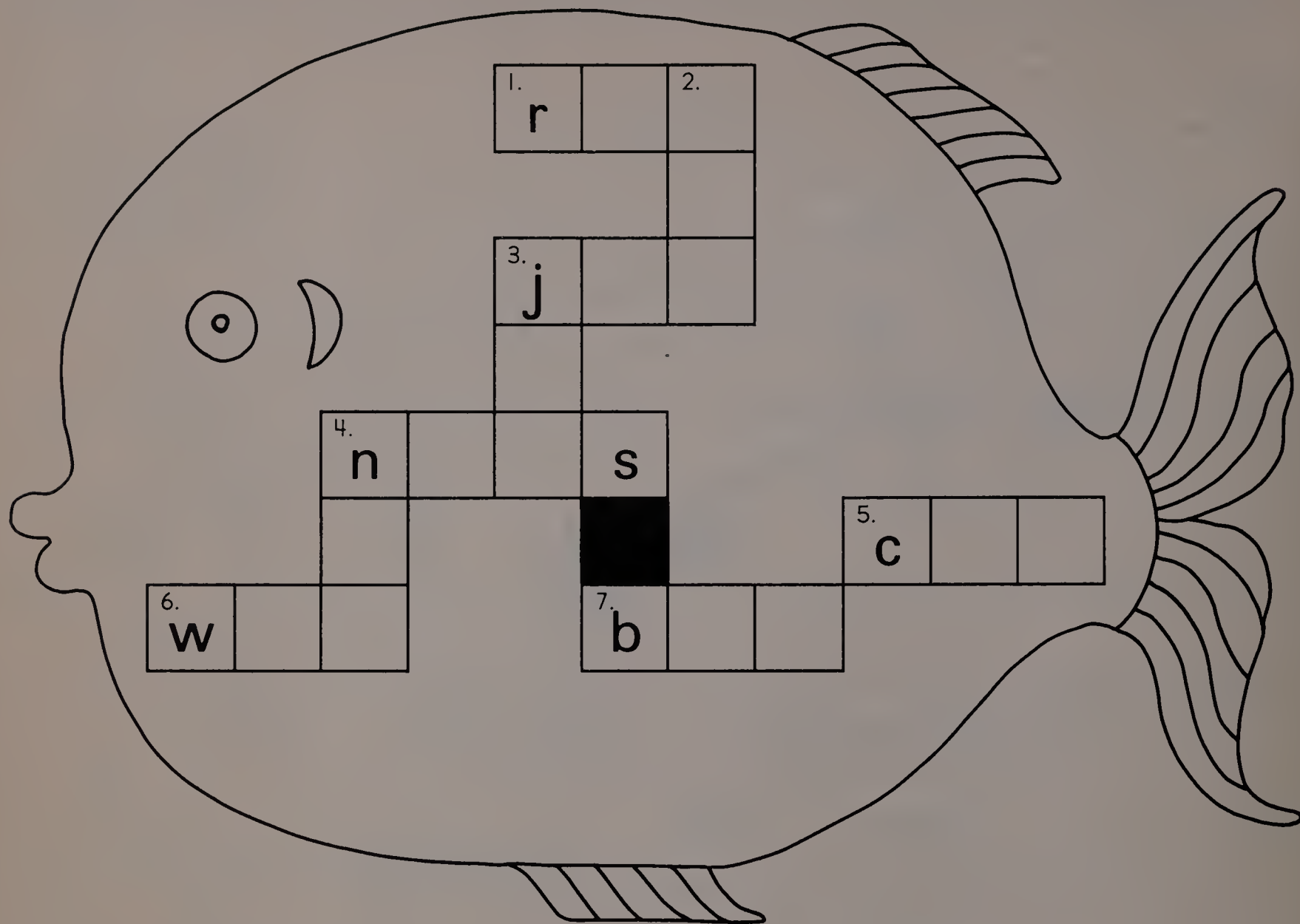
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## Across

1. a color

3. Pat likes to j...

4.  like .....

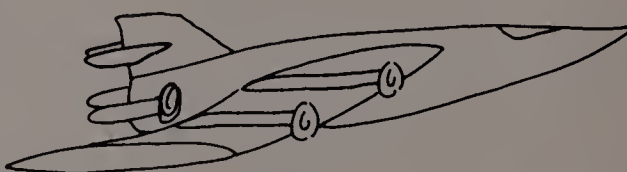
5. You can ... with a 


6.  Rain makes you w...

7. I sleep in a .....

## Down

2. Mr. Mugs is a .....

3. 

4. 

Structural Analysis: Graphemic Bases et, ed, ut, og / Printing / Spelling. — Use the picture and word or sentence clues to help you complete the crossword puzzle.

My name is \_\_\_\_\_



Pat is going to  
make a dinosaur.

Pat is going to  
make a dinosaur.

Printing/Language Development. — With your pencil, trace the solid words in the run-over sentence. Join the broken letters to make the words. Using the starting points, print the run-over sentence.

My name is

---

---

---

---

Mr. Mugs jumped on Curt's

---

---

---

bad bed big

I have a turtle for a

---

---

---

pet pit pat

Can you hop on one

---

---

---

let log leg

Pat saw a

---

---

---

boat.

red ran set

Get set to go on a

---

---

---

!

jam jet got

My name is \_\_\_\_\_



jump

jumped

jumping

want

work

look

play

Structural Analysis: Verb Forms *ed*, *ing*/Printing. — Print new words by adding the two suffixes *ed* and *ing* to each word.

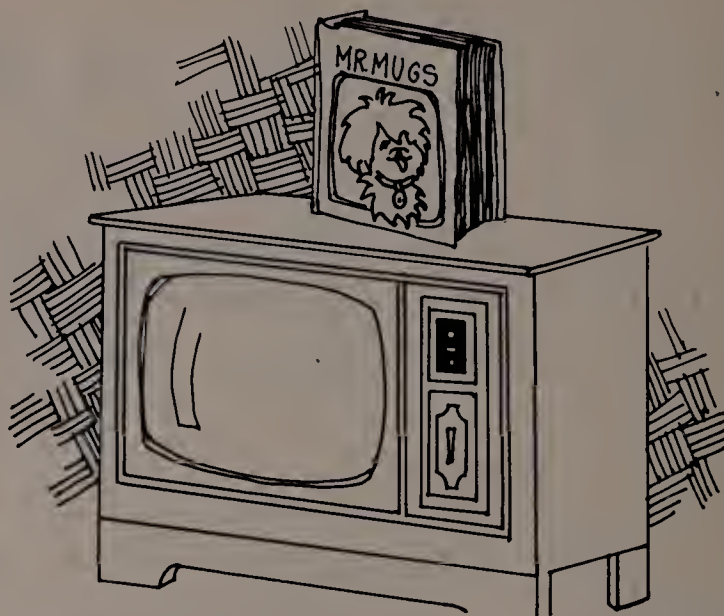
My name is \_\_\_\_\_

## What Do You See?



dinosaur

sand



book

TV

I see a \_\_\_\_\_

on the \_\_\_\_\_.

I see a \_\_\_\_\_

on a \_\_\_\_\_.

Printing/Language Development. — Look at the word and picture clues. Then complete each run-over sentence using these clues.

My name is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I see a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

on a log.

goat

I see a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

in a boat.

hat

I see a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

that looks funny.

frog

I see a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

in a wig.

bunny

I see a cat

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

in a red

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

pig

Printing/Rhyming. — Complete each rhyme by choosing a word from the right side of the page. Print the word on the line.

# My name is

---



---



---



a    o    e



a    o    e



a    o    e

fox



a    o    e



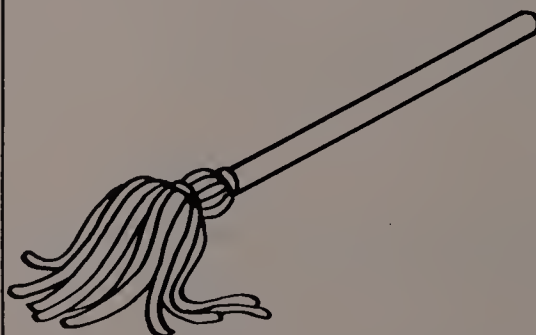
a    o    e



a    o    e



a    o    e



a    o    e



a    o    e

Phonemic Analysis of Unglided (short) a, o, e/Spelling/Printing. — Say the name of each picture. Circle the letter that stands for the sound heard in the middle of the word. Then print the complete word.

My name is \_\_\_\_\_

Frogs can \_\_\_\_\_

jump

lump

dump



I like jam on a \_\_\_\_\_

run

bun

sun

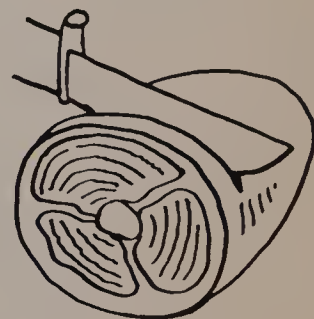


\_\_\_\_\_ the ham for us.

Nut

Hut

Cut



Is the \_\_\_\_\_

happy?

cup

pop

pup



Don't \_\_\_\_\_

into the TV.

bump

pump

lump



Structural Analysis: Graphemic Bases *un, ump, ut, up* / Word Recognition / Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is



A whale is a  
big animal.

A whale is a  
big animal.

Printing/Language Development. — With your pencil, trace the solid words in the run-over sentence. Join the broken letters to make the words. Using the starting point, print the run-over sentence.

# My name is

---

---

---



j \_ e \_ t



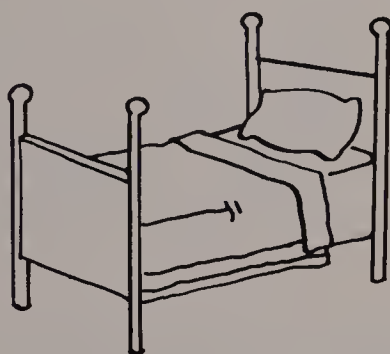
d \_ o \_ l \_ l



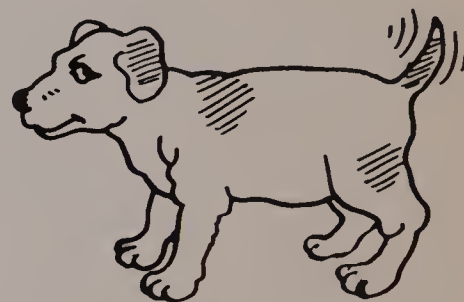
c \_ u \_ p



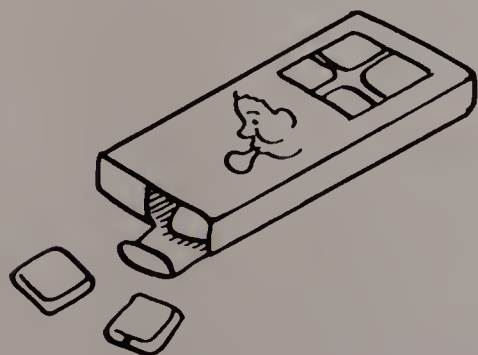
h \_ o \_ t



b \_ e \_ d



p \_ a \_ p



g \_ u \_ m



c \_ o \_ p



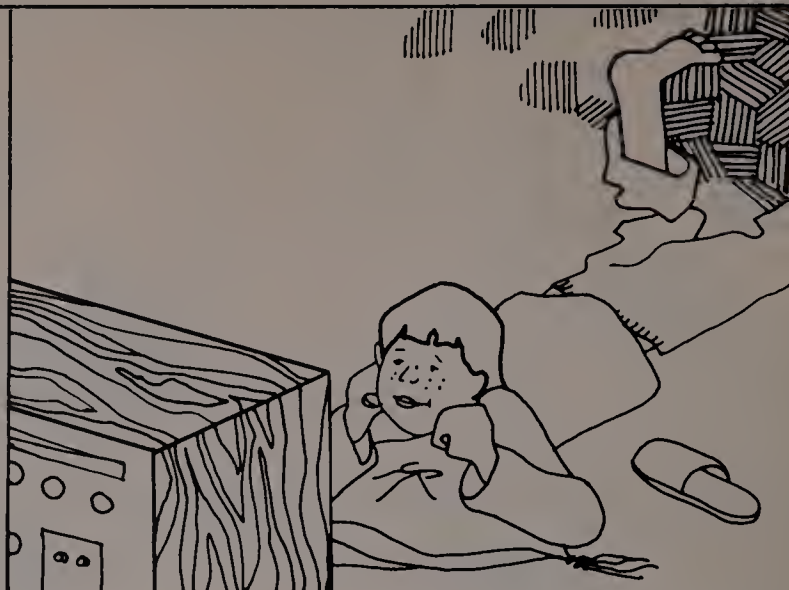
t \_ o \_ p

Phonemic Analysis of Unglided a, e, o, u /Printing. — Say the name of each picture. Print the letter that stands for the sound heard in the middle of the word.

# My name is



play ball



watch TV

What can you do?

I can

I can

Printing/Language Development. — Look at the picture and word clues. Then complete each run-over sentence using these clues.

My name is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. We \_\_\_\_\_ go to the zoo.

hill  
will  
fill

2. Mr. Mugs can \_\_\_\_\_.

dig  
wig  
pig

3. The \_\_\_\_\_ is on the pot.

rid  
did  
lid

4. A dinosaur is \_\_\_\_\_!

big  
fig  
dig

5. \_\_\_\_\_ the cup.

Pill  
Fill  
Mill

6. \_\_\_\_\_ you see Pat?

Did  
Lid  
Rid

Structural Analysis: Graphemic Bases *id*, *ill*, *ig*/Word Recognition/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is

Look at Jill,

She's on the

I like ham.

Do you like

Let's go shop.

I want some

Let's have fun.

Let's hop and

Here comes Jan.

She's got a

pop

tan

hill

jam

run

Printing/Rhyming. — Complete each rhyme by choosing a word from the right side of the page. Print the word on the line.

My name is

Curt is

jumped jumping

Pat

in the house.

played playing

Curt

first prize.

wanted wanting

Pat is

at Curt's house.

stayed staying

Structural Analysis: Verb Forms *ed, ing* / Printing. — Choose the correct word to complete each sentence. Complete the sentence by printing the word.

---



---



---



2. We will

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# My name is

---

---

---

---



peg  
leg  
bet  
net



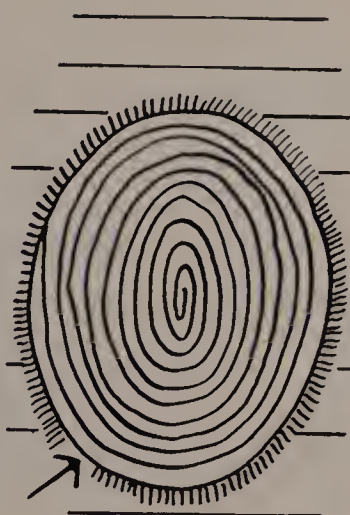
pet  
top  
pan  
pot



sun  
cub  
cup  
cut



wet  
win  
wig  
fig



rag  
rug  
rig  
nag



web  
wag  
went  
vet



dig  
big  
bug  
bag



pet  
peg  
pig  
pit



bat  
bit  
bet  
bun

Phonemic Analysis of Unglided a, e, i, o, u / Word Recognition. — Say the name of each picture. Then put a box around the word that names the picture.

My name is

1. Curt

to see the TV.

want  
wants

2. They

at the station.

work  
works

3. I

Georgie.

know  
knows

4. Mr. Mugs

“Hi!”

say  
says

5. Georgie

fast.

run  
runs

6. Did you

a giraffe?

see  
sees

Structural Analysis: Verb Form s/Printing. — Choose the correct word to complete each sentence. Then complete the sentence by printing the word.

My name is \_\_\_\_\_

Georgie is not happy.

He said, "My neck is too long.  
I don't want it. My legs are  
too long! I want to be a  
little animal."

Georgie wants something.

1. What is it?

Georgie wants to be \_\_\_\_\_

He said something about his neck.

2. What did Georgie say about it?

Georgie said, "My \_\_\_\_\_



Printing/Language Development. — Look at the picture and read the story several times. Read the questions. Then answer the questions by completing each sentence. End each sentence with a period.

My name is \_\_\_\_\_



Georgie looked out and saw something red:

“It’s a fire!” he said. “I’ll run and tell the animals. I’ll tell the animals to run for the water.”

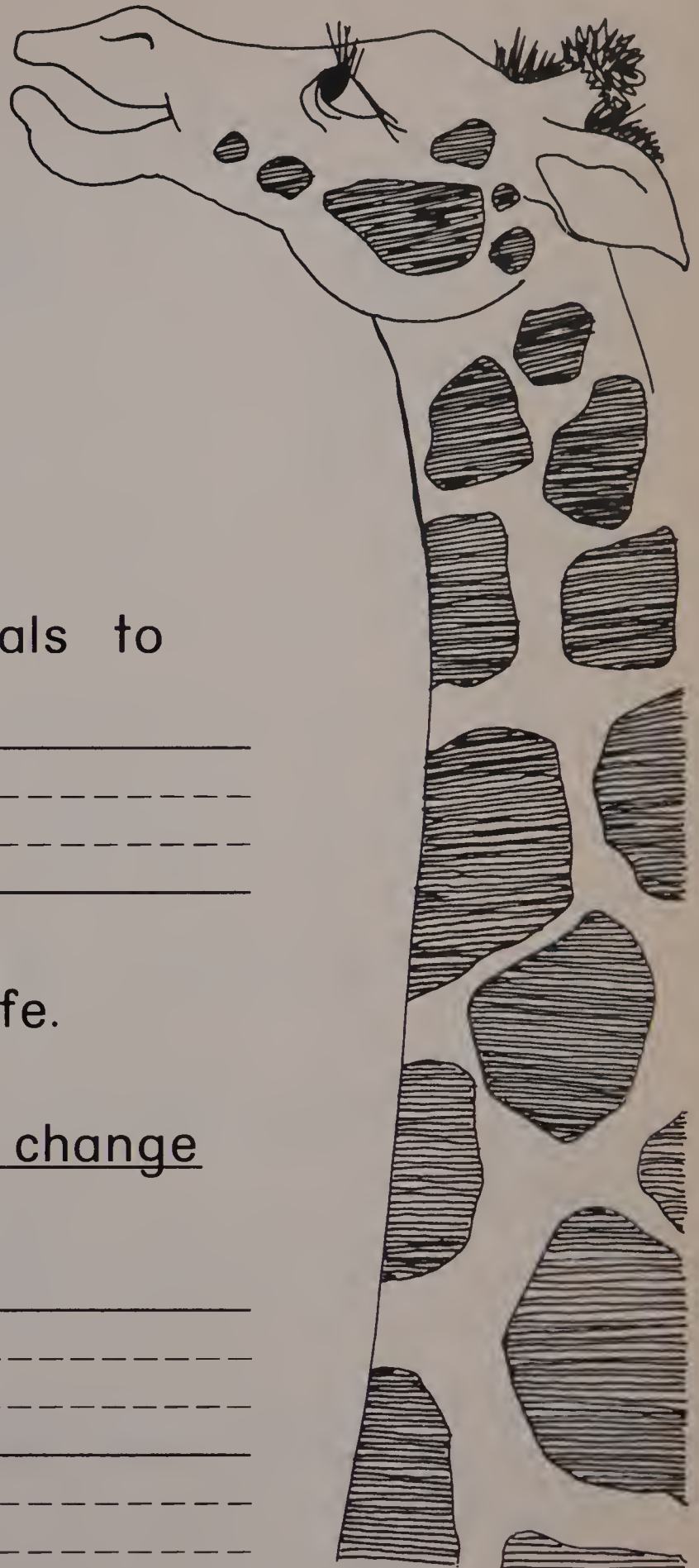
1. What did Georgie see?

He



Printing/Language Development. — Look at the picture and read the story several times. Read the questions on this page and page 23. Then answer the questions by completing each sentence. End each sentence with a period.

My name is



Georgie ran fast to tell  
the animals something.

2. What was it?

He ran to tell the animals to

---

---

---

Now the animals are safe.

3. Did Georgie want to change  
now?

Georgie

---

---

---

---

---

Printing/Language Development. — Look at the pictures. Read the sentences and questions. Then answer the questions by completing each sentence. End each sentence with a period.

# My name is \_\_\_\_\_



I must stay in bed.

dust

rust

**must**



You \_\_\_\_\_ the prize!

pin

din

win

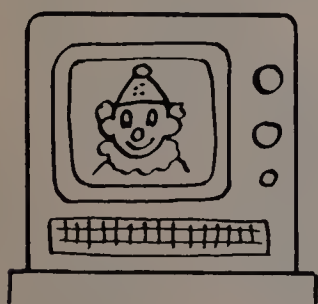


\_\_\_\_\_ the water.

Rip

Nip

Sip



Curt will \_\_\_\_\_ the TV.

rust

dust

just



What is in the \_\_\_\_\_ ?

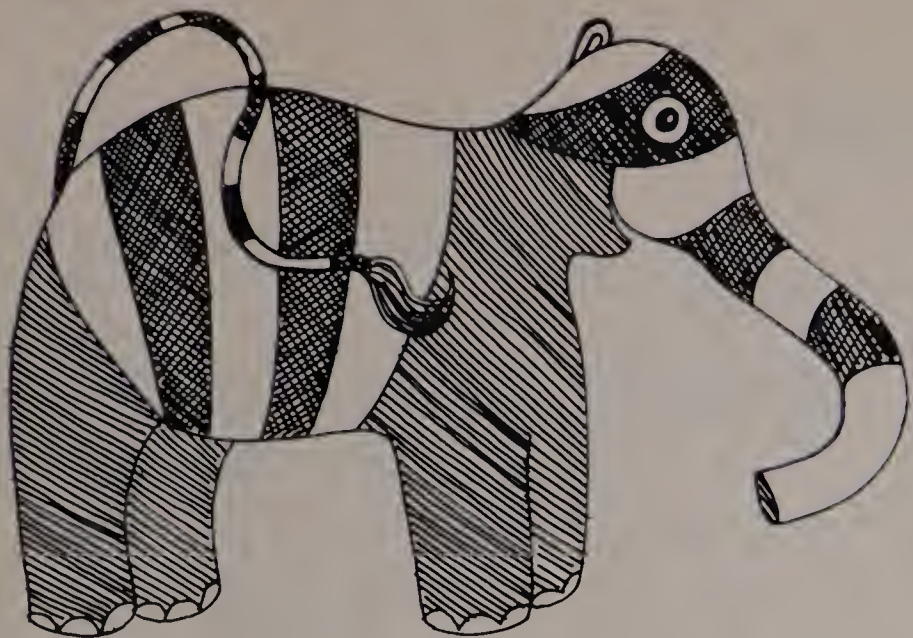
tin

win

fin

Structural Analysis: Graphemic Bases *in, ip, ust* / Word Recognition / Printing. — Choose the best word to complete each sentence. Put a box around this word. Then complete each sentence by printing the word.

My name is



Monkey put on  
some big ears.

Monkey put on  
some big ears.

Printing/Language Development. — With your pencil, trace over the solid words in the run-over sentence. Join the broken letters to make the words. Then print the run-over sentence.

My name is \_\_\_\_\_

## Animal Fun

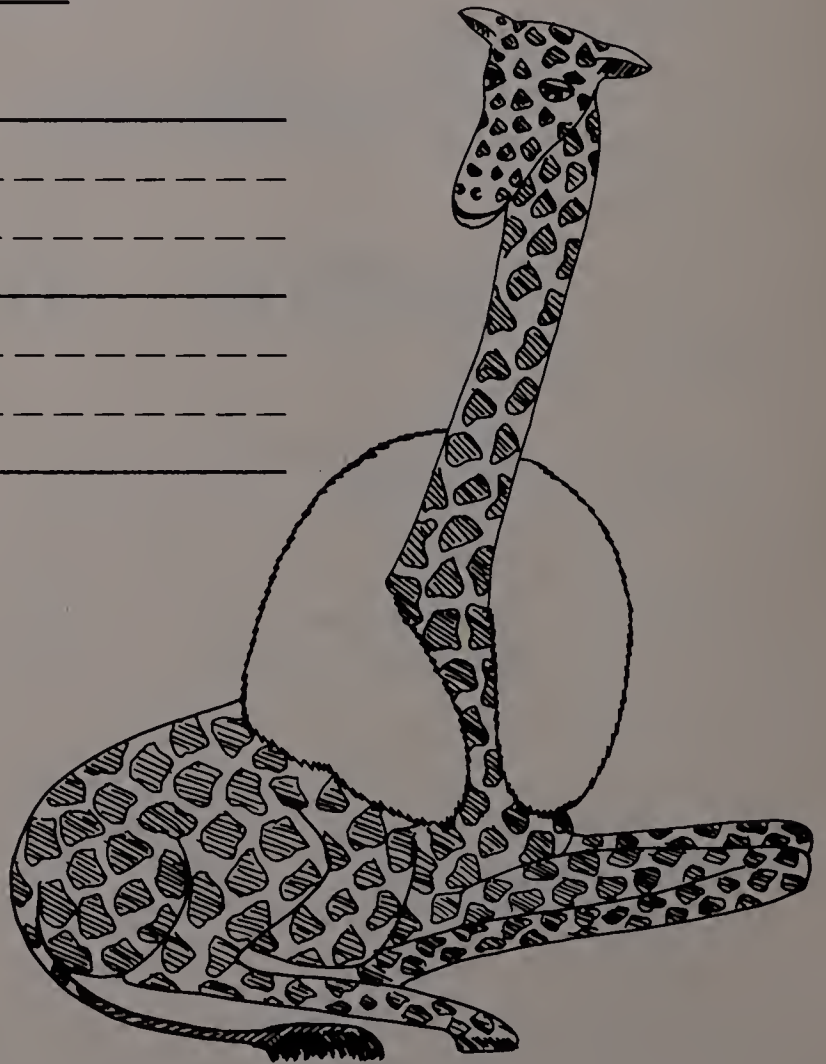
The animals wanted to have some fun.

Giraffe looked pretty in Bear's fur.

Monkey put on Elephant's ears.

1. Who put on Bear's fur?

Giraffe



My name is \_\_\_\_\_

Elephant liked the paint  
Tiger put on him.

2. Who painted Elephant?

Tiger



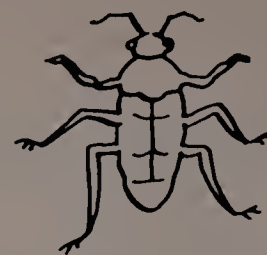
3. Who liked Elephant's ears?

Monkey



Printing/Language Development. — Look at the pictures and read the questions. Then answer the questions by completing the sentences. End each sentence with a period.

# My name is



hat

h \_ t

bag

b \_ g

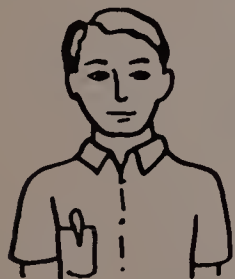


top

t \_ p

pan

p \_ n

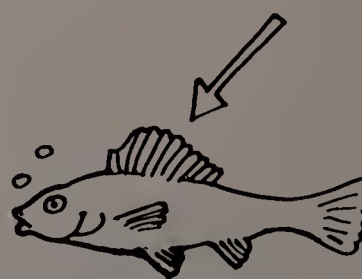
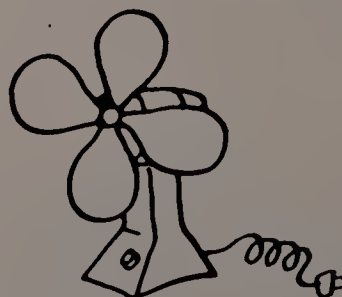


man

m \_ n

dog

d \_ g



wag

w \_ g

fan

f \_ n

Phonemic Analysis of Unglided Vowels/Printing. — Say the name of the first picture in each column. Read the word under the picture. Then say the name of the second picture in each column. Print the letter that stands for the sound heard in the middle of the word.

My name is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Some dogs have a long

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

back

tack



the books in the bag.

Tack

Pack



Her hat is on the

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

rack

back



I will stay in a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

sent

tent



We

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

to the zoo.

bent

went



Structural Analysis: Graphemic Bases *ack*, *ent*/Word Recognition/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is \_\_\_\_\_

## Just the Thing!

Later on, Bear wanted to change back. He said, "I'm cold. I don't like this. Let's change back."

1. Who wanted his fur back?

Bear

Monkey can't walk. The ears are too long. He wants to change back too.

2. Who can't walk?

Monkey

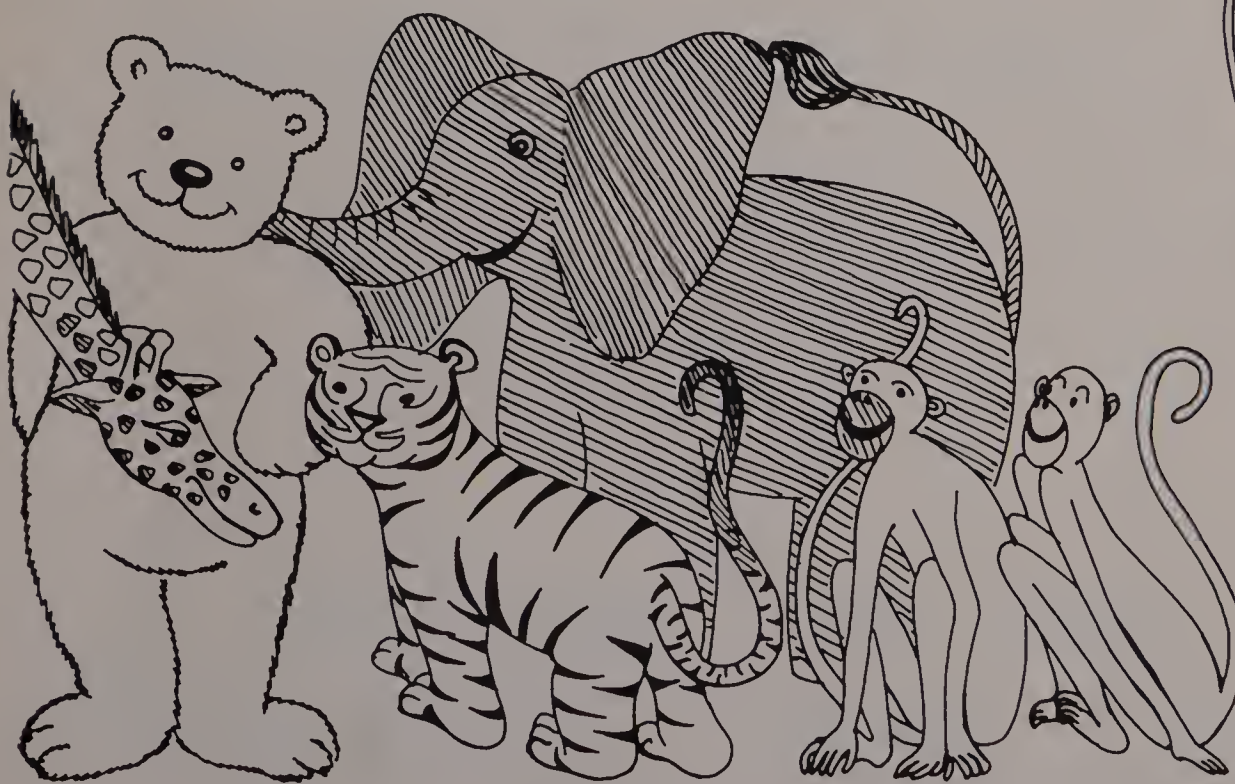


My name is \_\_\_\_\_

One by one all the animals  
changed back.

3. Will they be happy now?

They \_\_\_\_\_



Printing/Language Development. — Look at the picture. Read the sentence and question. Then answer the question by completing the sentence. End the sentence with a period.

My name is

The paint is in the

A

goes on the water.

Will you

the door?

Curt likes to

The man

the gun.

shut

shed

ship

shop

shot

My name is


caps

a book

bells

beds

a prize

lamps

dinosaur

tops

animals

Structural Analysis: Singular and Plural Noun Forms. — Read the word or words under each box. Then draw a picture to illustrate the word or words. Some of your pictures will show only one thing. Others will show more than one thing.

My name is



Clifford didn't want  
to read.

Printing/Language Development. — With your pencil, trace the solid words in the run-over sentence. Then print the run-over sentence using the model as a guide.

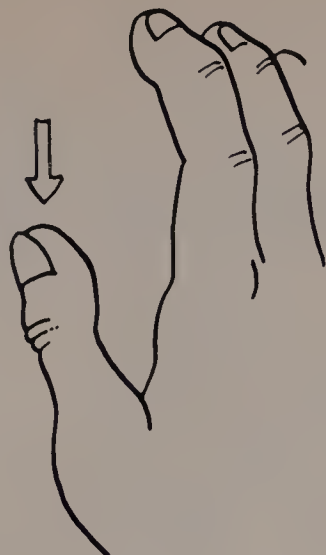
# My name is

---

---

---

sh



th

sh



th

sh



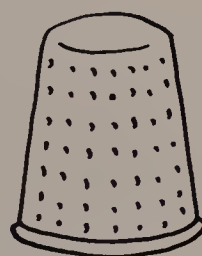
th

sh



th

sh



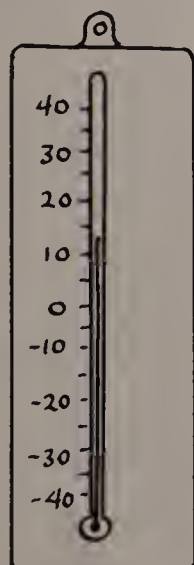
th

sh



th

sh



th

sh



th

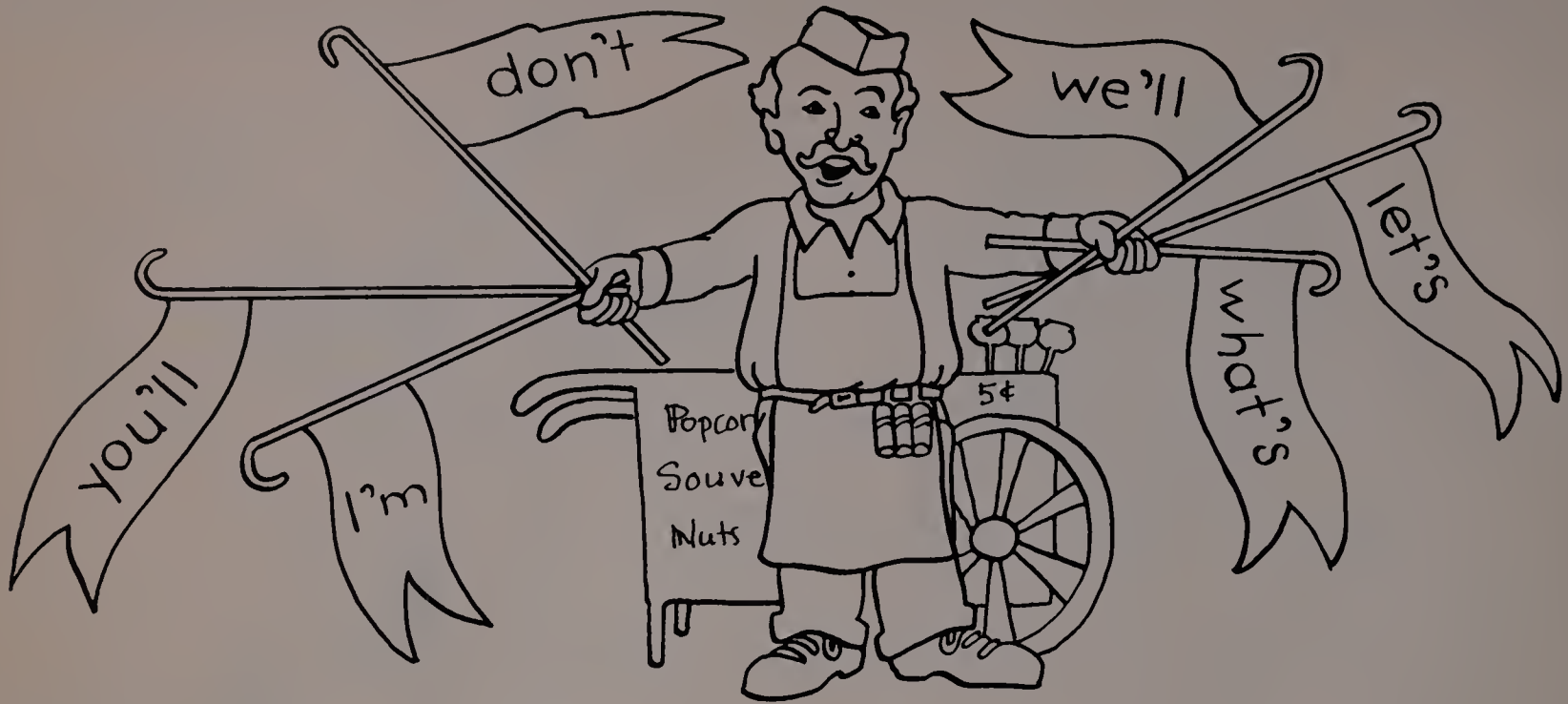
sh



th

Phonemic Analysis of Initial *sh*, voiceless *th*. — Say the name of each picture. Put a box around the letters that stand for the sound heard at the beginning of the word.

# My name is



let us

what is

I am

you will

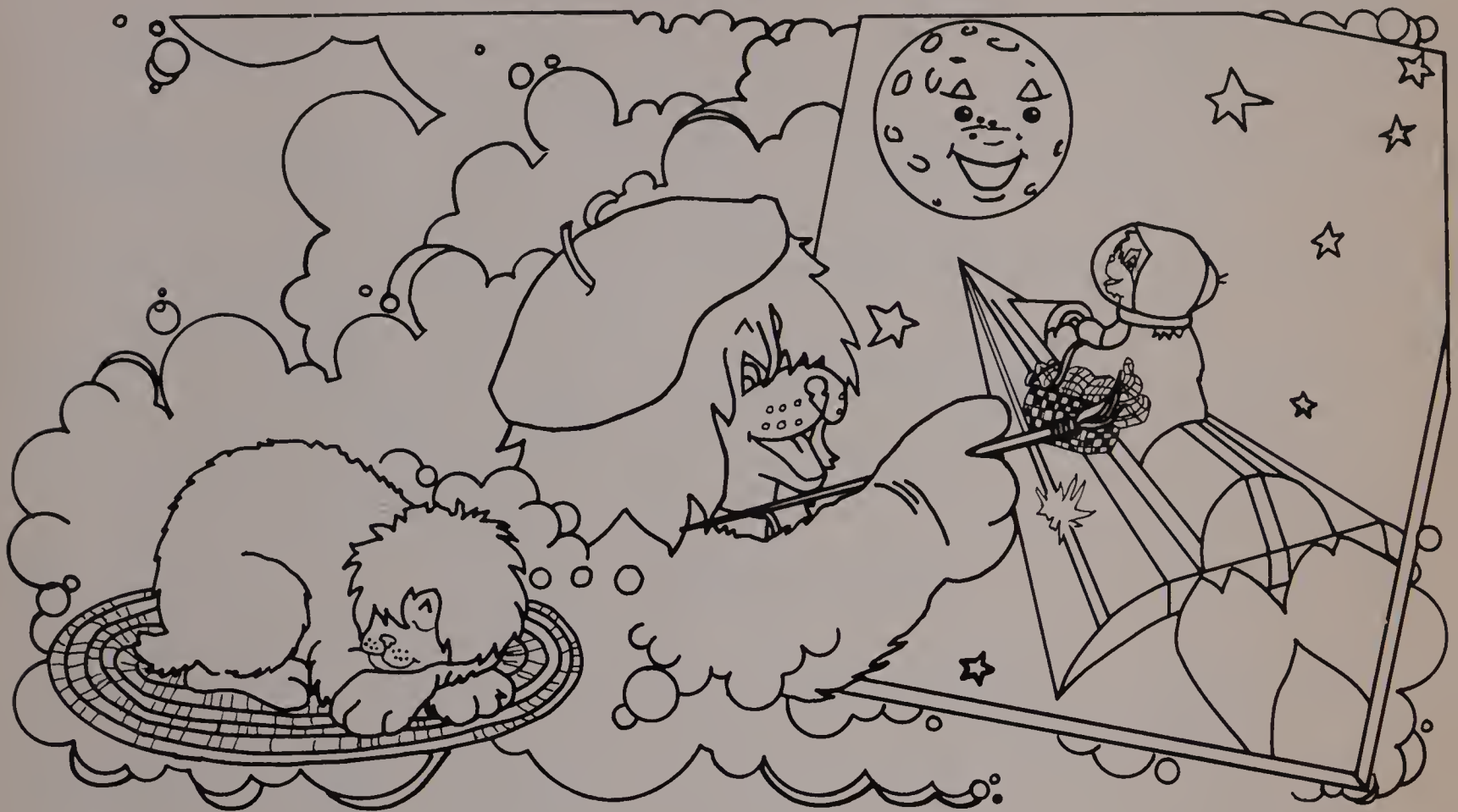
we will

do not

Structural Analysis: Contractions/Printing. — Read the words in each box. Then print the contraction for the words.

My name is \_\_\_\_\_

## Let's Paint



Mr. Mugs is at home.  
He wants to do something.

What is it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

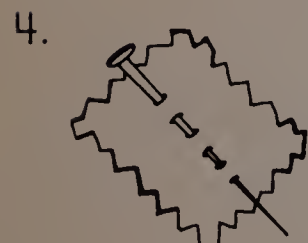
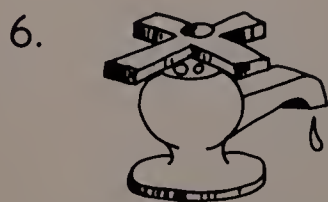
Printing /Language Development. — Read the title and look at the picture. Then read the sentences and the question below the picture. Print a sentence to answer the question. Begin the sentence with a capital letter and end with a period.

# My name is

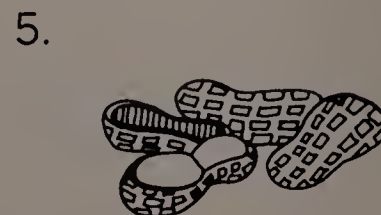
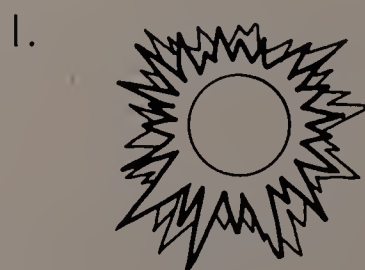
M u g s



## Across



## Down



Phonemic Analysis of Unglided Vowels/Spelling/Printing. — Use the picture clues to help you complete the crossword puzzle.

My name is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A \_\_\_\_\_ looks funny.

monkey

I saw some \_\_\_\_\_.

monkeys

The \_\_\_\_\_ make nests.

bird

A \_\_\_\_\_ can sing.

birds

Giraffes have long \_\_\_\_\_.

leg

My \_\_\_\_\_ hurts.

legs

I saw \_\_\_\_\_ on TV.

whale

A \_\_\_\_\_ is not a fish.

whales

Structural Analysis: Singular and Plural Noun Forms/Word Recognition/Printing. — Choose the best word to complete the sentence. Complete each sentence by printing the word.

# My name is



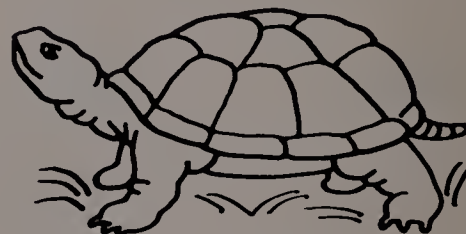
a pup



a cat



a frog



a turtle

Look out.

What do you see?

1. I see

2. I see

Printing/Language Development. — Look at the pictures. Then read the sentences and words carefully. Complete each sentence by naming two things that the girl saw. Use the word "and" to join the two things. End each sentence with a period.

# My name is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

th

ch

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

30

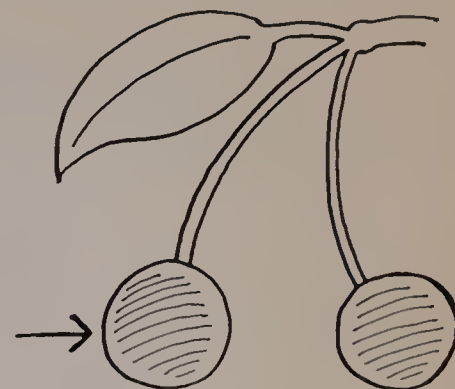
th

ch

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



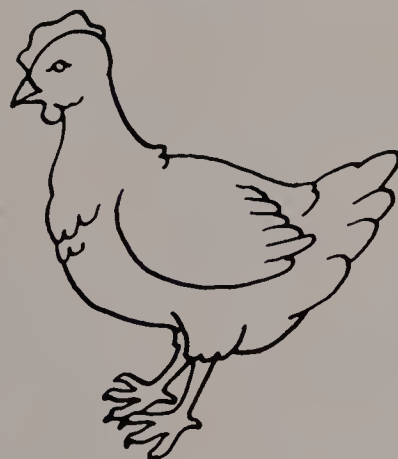
th

ch

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



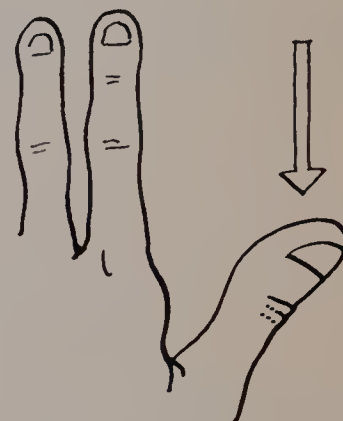
th

ch

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



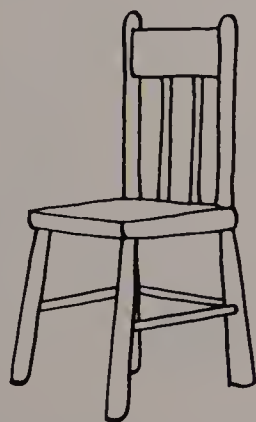
th

ch

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



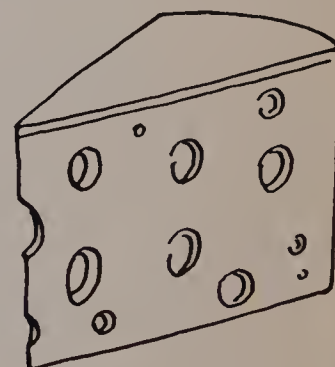
th

ch

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



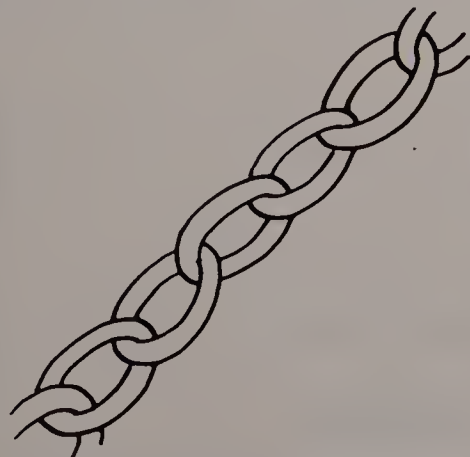
th

ch

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



th

ch

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13

Phonemic Analysis of Initial *th*, *ch* / Printing. — Say the name of each picture. Then print the letters that stand for the sound heard at the beginning of the word.

My name is \_\_\_\_\_

Sam was \_\_\_\_\_

pick

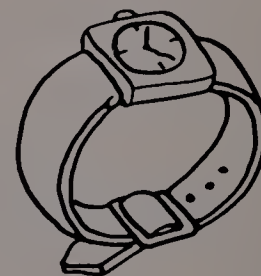
sick



Does your watch \_\_\_\_\_?

tick

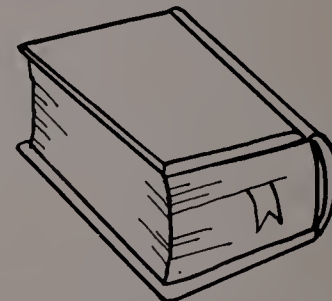
Rick



The book is \_\_\_\_\_

thick

kick



\_\_\_\_\_, let's play tag.

Pick

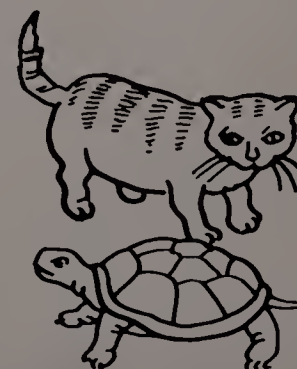
Rick



What will you \_\_\_\_\_?

pick

chick



Structural Analysis: Graphemic Base *ick* / Word Recognition / Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is \_\_\_\_\_

## A Mr. Mugs Story

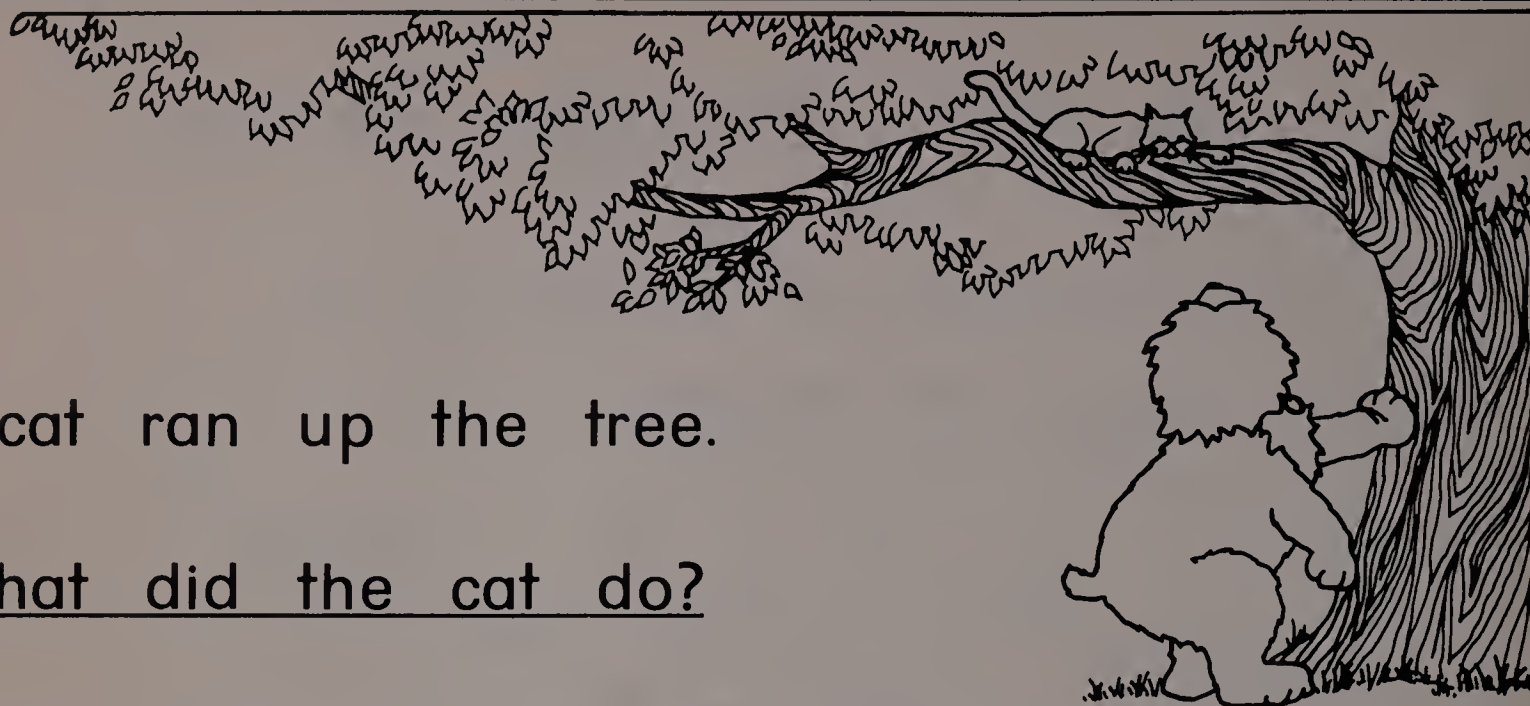
Curt is in school. He is doing  
a story about Mr. Mugs.



1. What is Curt's story about?

Printing/Language Development. — Look at the picture and read the story. Then read the questions on this page and page 44. Print a sentence to answer each question. Begin each sentence with a capital letter and end each sentence with a period.

My name is \_\_\_\_\_



The cat ran up the tree.

1. What did the cat do?

Mr. Mugs can't go up the tree!  
So he went back home.

3. What did Mr. Mugs do?



My name is

Curt can

jump

I like

jumping

She

a book.

want

What do you

?

wanted

I want to

at it.

look

We are

for Pat.

looking

Will you

ball?

play

We

in the park.

played

Structural Analysis: Verb Forms *ed, ing* /Printing. — Choose the best word to complete each sentence. Complete each sentence by printing the word.

# My name is



she is

can not

there is

did not

Structural Analysis: Contractions/Printing. — Read the words in each box. Then print the contraction for the words.

# My name is

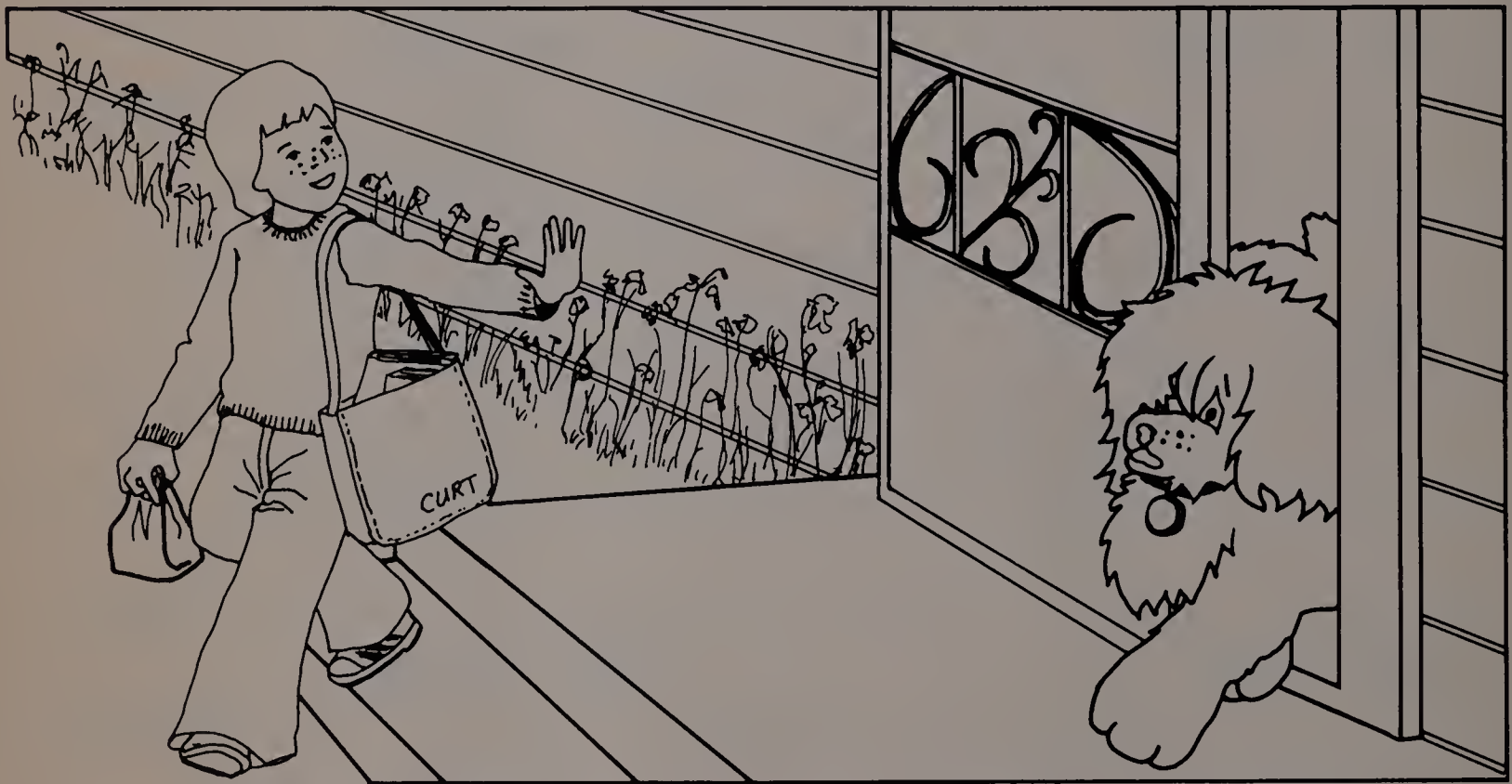
1. Tiger <div><div></div><div></div><div></div><div></div></div> Elephant.	paint paints
2. Mr. Mugs <div><div></div><div></div><div></div><div></div></div> for Pat.	wait waits
3. They <div><div></div><div></div><div></div><div></div></div> the ears.	find finds
4. Did you <div><div></div><div></div><div></div><div></div></div> the book?	read reads
5. I <div><div></div><div></div><div></div><div></div></div> the best dog.	pick picks
6. Curt <div><div></div><div></div><div></div><div></div></div> a trip.	win wins

Structural Analysis: Verb Form s /Word Recognition/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is \_\_\_\_\_

## School Days

Curt is going to school. He likes to read and paint.



Who wants to go to school  
with Curt?

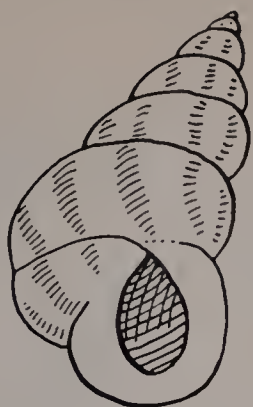
Printing/Language Development. — Look at the picture and read the title. Read the story and the question. Print a sentence to answer the question. Begin the sentence with a capital letter and end the sentence with a period.

# My name is \_\_\_\_\_

ch

sh

th



ch

sh

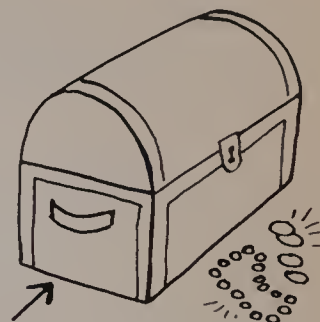
th



ch

sh

th



sh ell

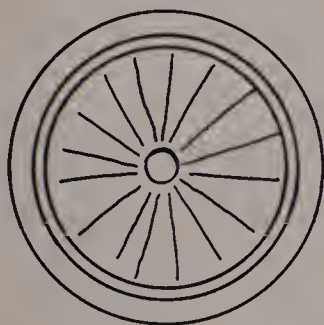
umb

est

ch

wh

th



ch

sh

th



ch

sh

th



eel

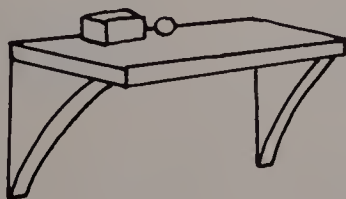
ip

ick

ch

sh

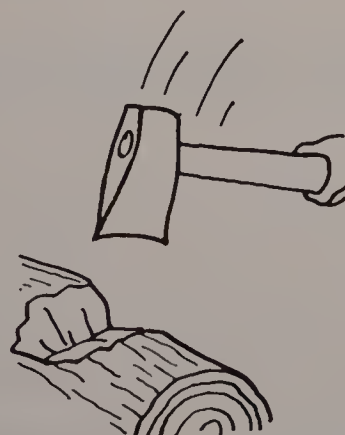
th



ch

sh

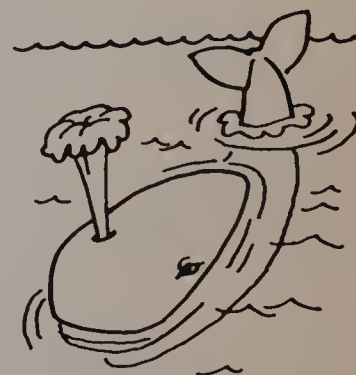
th



ch

sh

wh



elf

op

ale

Phonemic Analysis of Initial *sh*, *th*, *ch*, *wh* / Printing. — Say the name of each picture. Then circle the letters that stand for the sound heard at the beginning of the word. Print these letters to complete each word.

My name is

1. Who are you?

2. Who is the principal?

3. Who comes to school with you?

Printing/Language Development. — Print a sentence to answer each question. Begin each sentence with a capital letter and end each sentence with a period.

# My name is

---



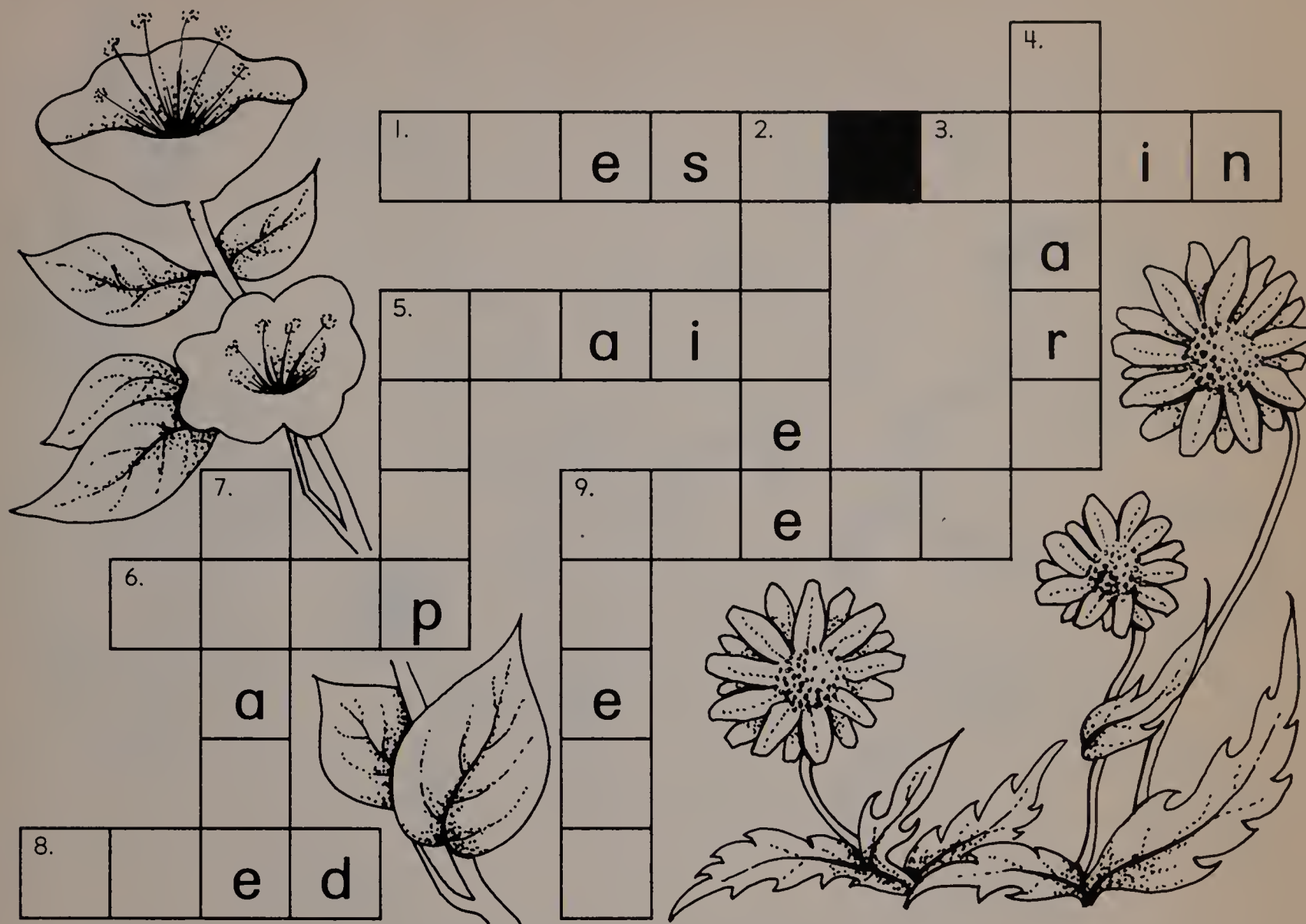
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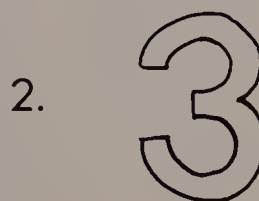
## Across



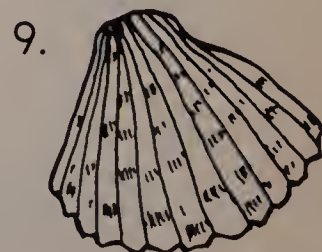
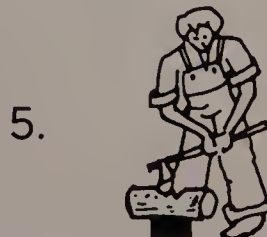
3. He is \_ \_ in, not fat.



## Down



4. A knife is \_ \_ ar \_ \_.



Phonemic Analysis of Initial *sh*, *th*, *ch*, *wh*/Spelling/Printing. — Use the picture and sentence clues to help you complete the crossword puzzle.

# My name is

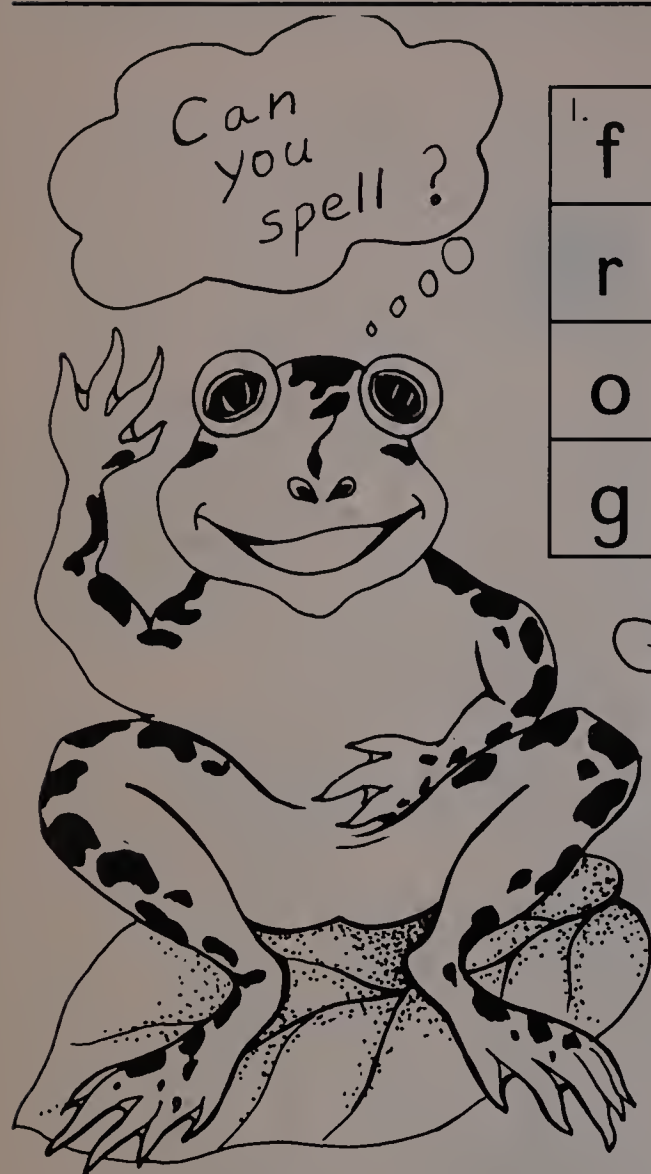
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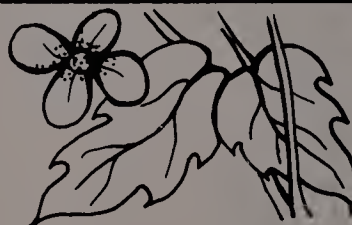
---



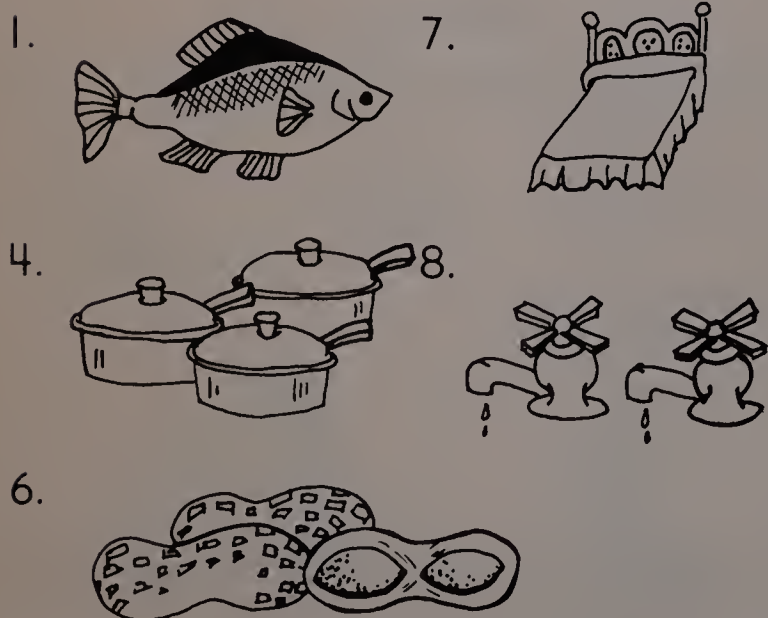
1. f		2.		3.
r				
o				
g		4.	5.	



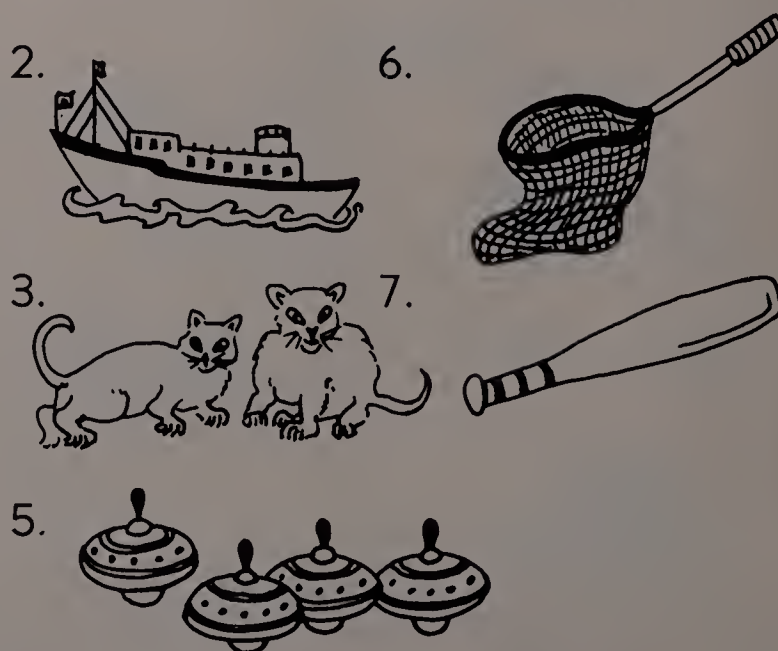
6.					7.		
					8.		



## Across



## Down



Phonemic Analysis of Unglided Vowels/Structural Analysis: Plural Forms/Spelling/Printing. — Use the picture clues to help you complete the crossword puzzle.

My name is

\_\_\_\_\_

-----

\_\_\_\_\_

Giraffes

Dogs



are pets  
long necks  
bark  
long legs  
in the zoo  
don't like cats



Giraffes

Dogs

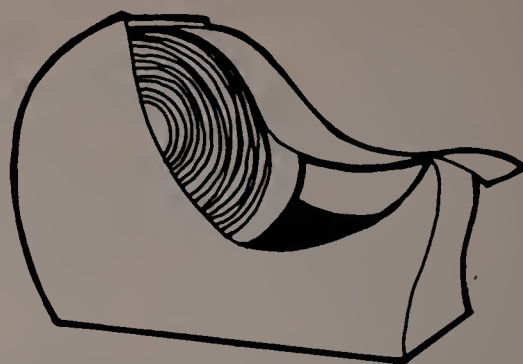
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Printing/Comprehension. — Read the phrases under the headings "Giraffes" and "Dogs." Then print each phrase under the correct heading at the bottom of the page.

# My name is



cap

cape

can

cane

tap

tape



mat

mate

pan

pane

hat

hate



Sam

same

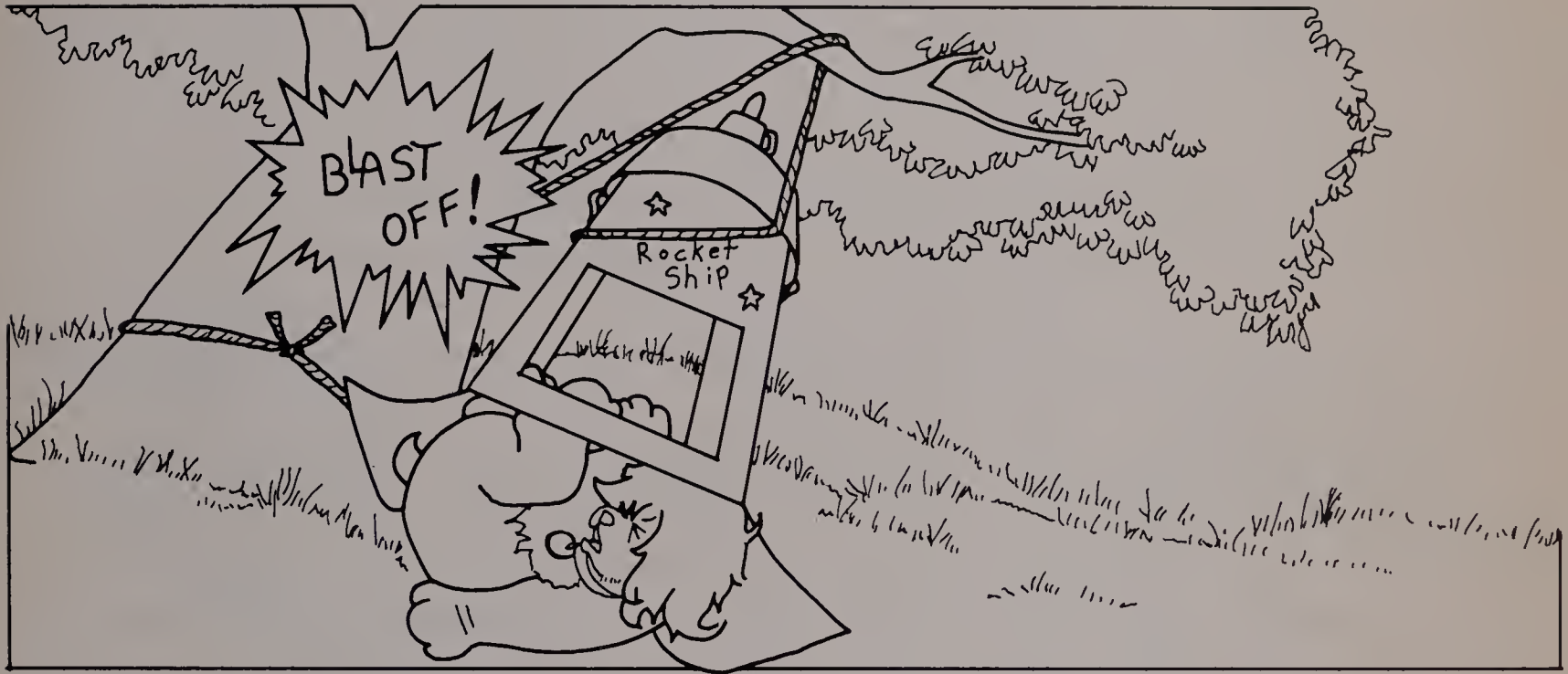
man

mane

Phonemic Analysis of Unglided and Glided a/Word Recognition. — Say the name of each picture. Then circle the word that names the picture.

My name is \_\_\_\_\_

## Blast Off!



The children got the rocket  
ready to blast off into space.

1. Who was in the rocket?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

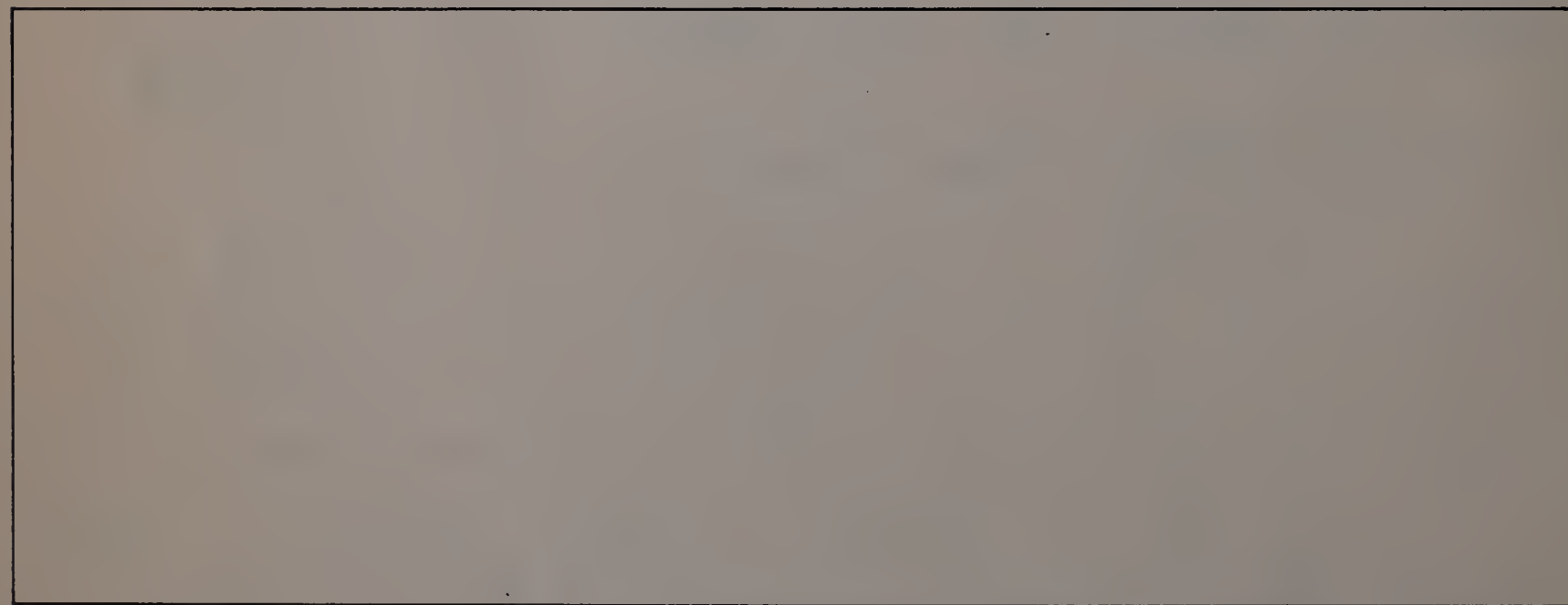
\_\_\_\_\_

Printing/Language Development. — Look at the picture and read the sentence. Read the questions on this page and page 56. Print a sentence to answer each question. Begin each sentence with a capital letter and end each sentence with a period.

My name is

2. Was Mr. Mugs happy or  
sad when he fell out of  
the rocket?

3.



Printing/Language Development. — Print a sentence to answer the question. Then print your own sentence about Mr. Mugs and the rocket. Draw a picture of a rocket of your own in the box at the bottom of the page.

# My name is

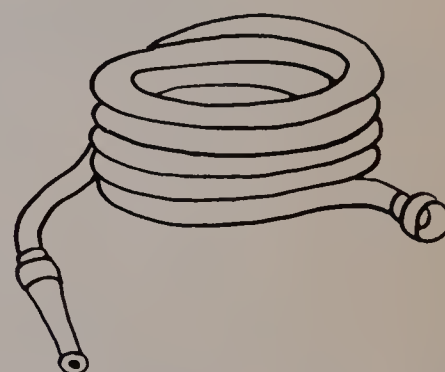
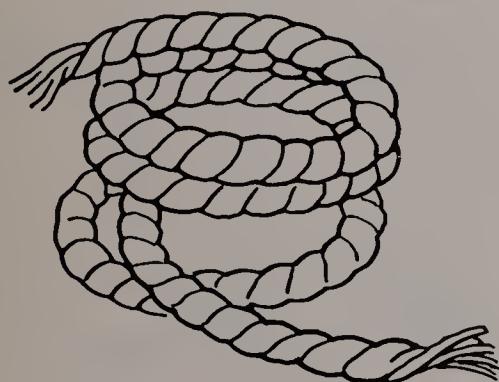
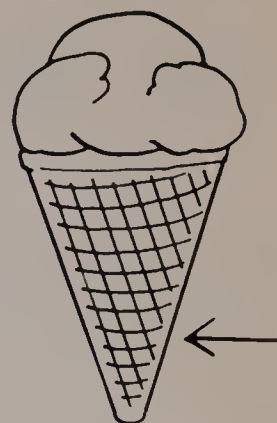
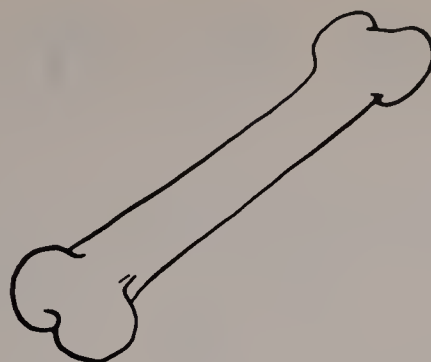
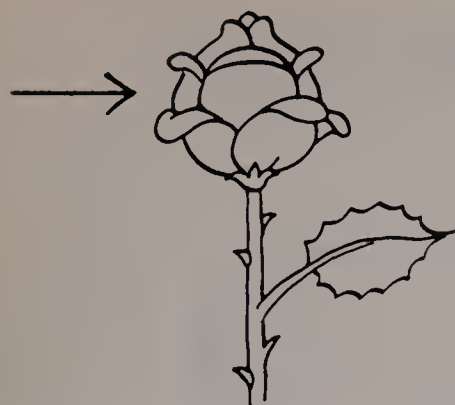
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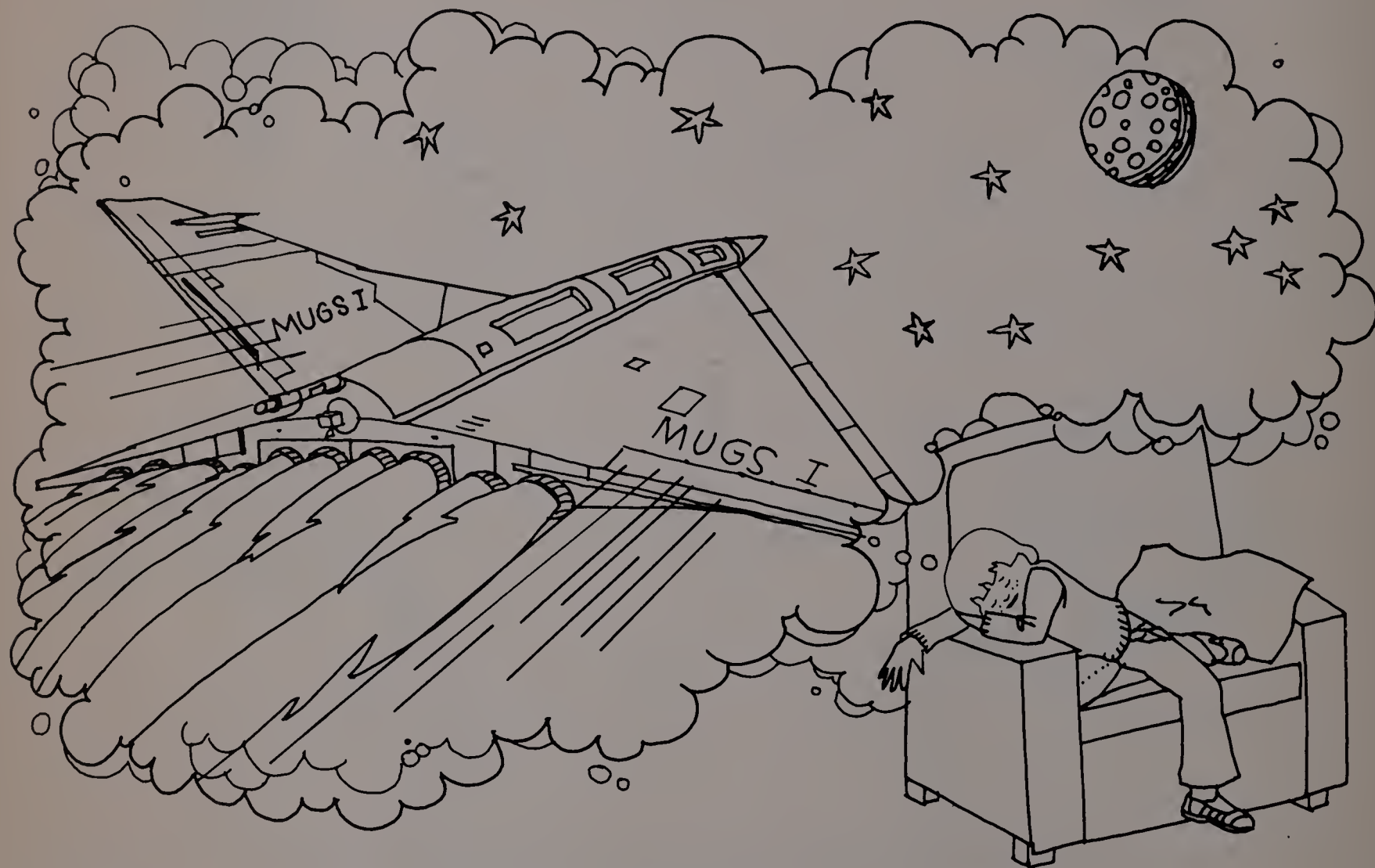
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Phonemic Analysis of Glided (long) o / Spelling / Printing. — Say the name of each picture. Then print the word that names each picture.

My name is \_\_\_\_\_

## A Rocket to the Moon



1. How is Mr. Mugs going  
into space?

My name is

2. What is the rocket's name?

3. Are there one or three windows  
in the rocket?

4. Is the rocket going fast?

Printing/Language Development. — Read the questions. Print a sentence to answer each question. Begin each sentence with a capital letter and end with a period.

# My name is



robe

robe  
rob  
rode  
rod



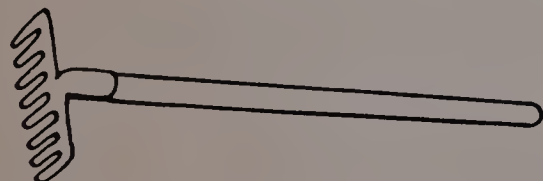
rod



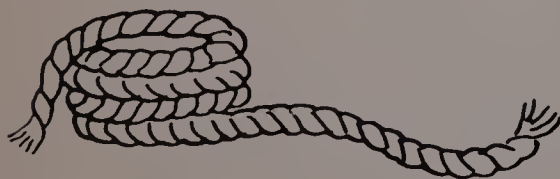
can  
cap  
cape  
cane



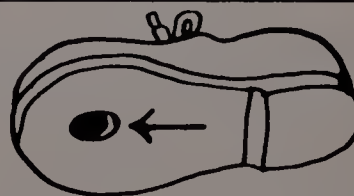
pet  
pit  
Pete  
pot



ran  
rake  
rate  
rat

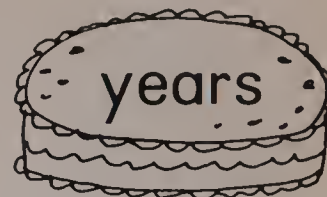
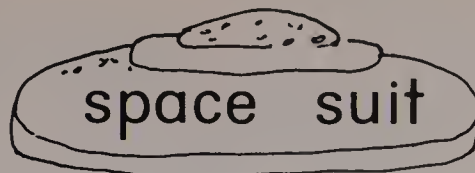
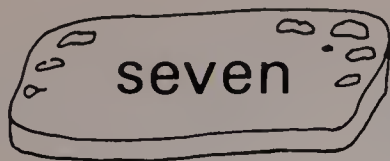


hole  
role  
hot  
rope



Phonemic Analysis of Unglided and Glided a, o, e / Word Recognition / Printing. — Say the name of each picture. Then draw a line to the word that names the picture. Print the word below the picture.

My name is \_\_\_\_\_



## Happy Birthday

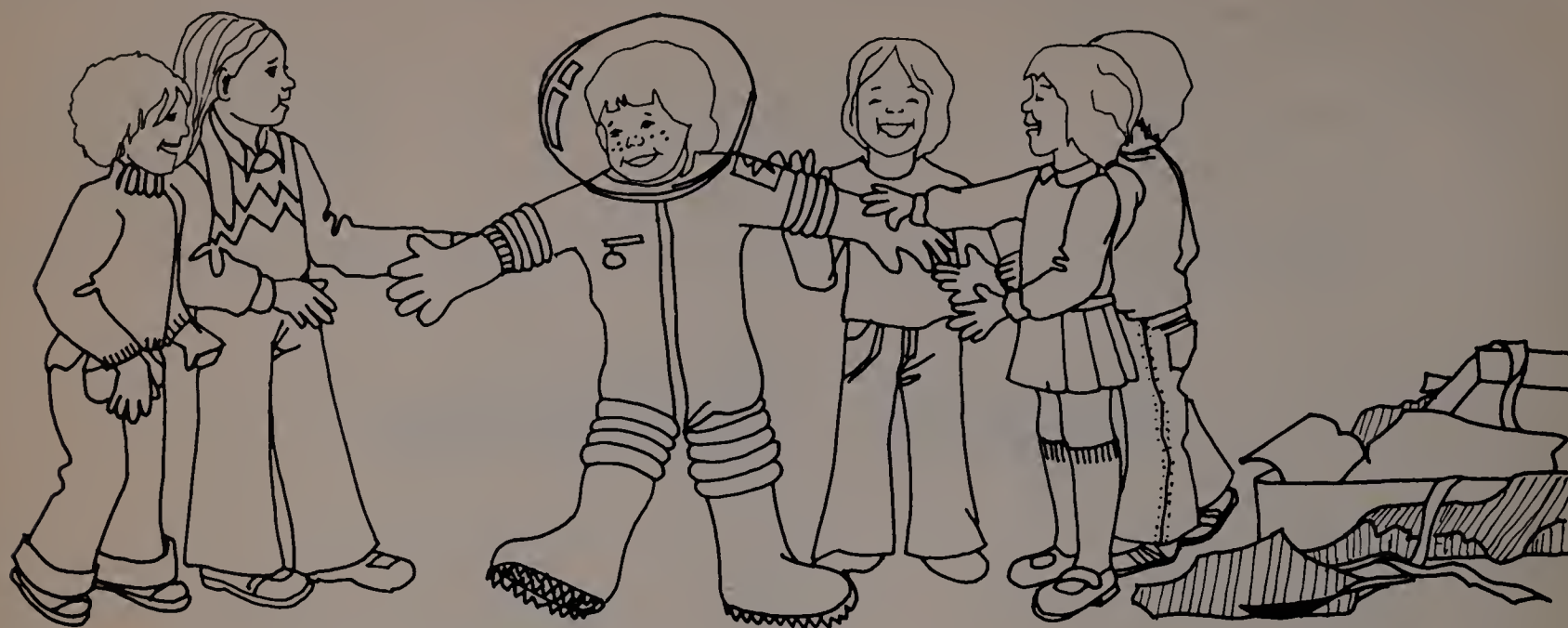


It's Curt's birthday today.

1. How old is Curt today?

Printing/Language Development. — Look at the picture and read the word and sentence clues. Read the questions on this page and page 62. Print a sentence to answer each question. Begin each sentence with a capital letter and end with a period.

My name is \_\_\_\_\_



2. What did Curt get  
for his birthday?

3. Did he like his space suit?

# My name is

pet

rode

tap

note

hate

Pete

rod

tape

hat

not

Unglided

not

\_\_e\_\_

\_\_a\_\_

\_\_o\_\_

\_\_a\_\_

Glided

note

\_\_e\_\_

\_\_a\_\_

\_\_o\_\_

\_\_a\_\_

Phonemic Analysis of Unglided and Glided a, o, e/Printing. — Match the pairs of words containing glided and unglided vowels. The pairs of words each have the same consonants. Print each word under the correct heading.

My name is

Here's a

nest

best

zest

Sit in the

wade

made

shade

Here comes a

tale

sale

whale

A jet is

fast

mast

past

Take a

best

rest

nest

Let's play a

name

game

same

Get the

rake

wake

lake

Come

dome

home

up!

Pat came

Lake

Wake

Take

last

mast

past

Structural Analysis: Graphemic Bases/Word Recognition/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word. If your word ends the sentence, place a period at the end of the sentence.

My name is \_\_\_\_\_



baby birds



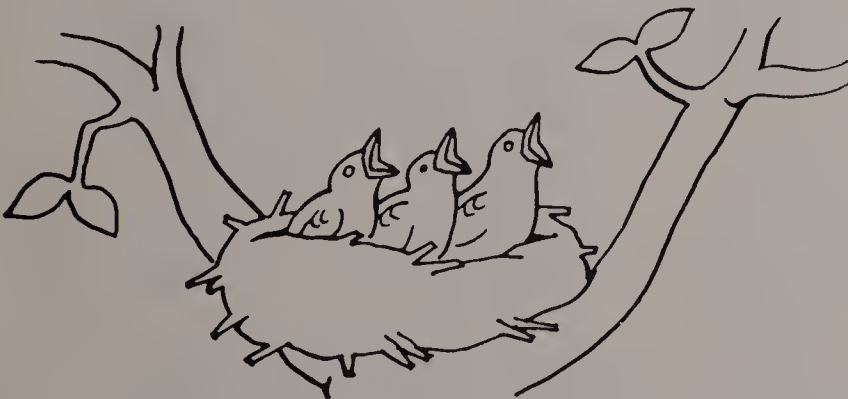
eggs



1. The birds are making a nest.



2. Mother Bird sits on the eggs.



3. Finish the story.

Suddenly,

Printing/Comprehension. — Look at the pictures and word clues at the top of the page. Then look at the pictures and read the sentences. Finish the story by completing the last sentence using these clues. End the sentence with a period.

# My name is

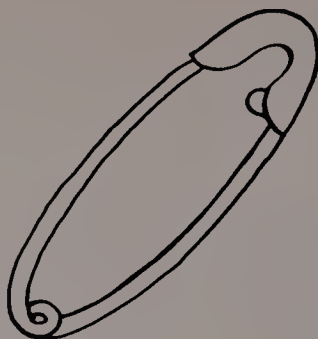
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Glided

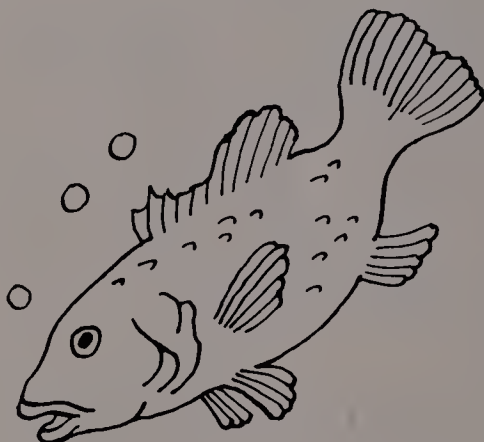
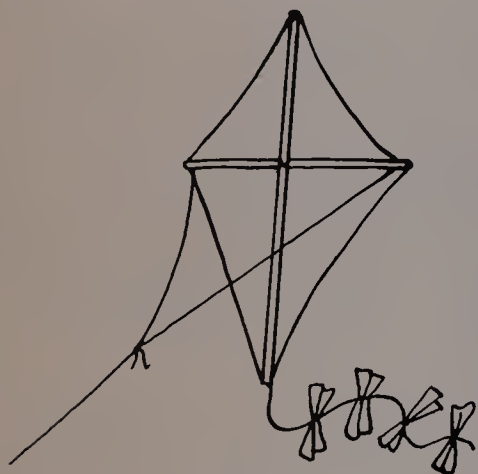
Unglided

Glided

Unglided

Glided

Unglided



Glided

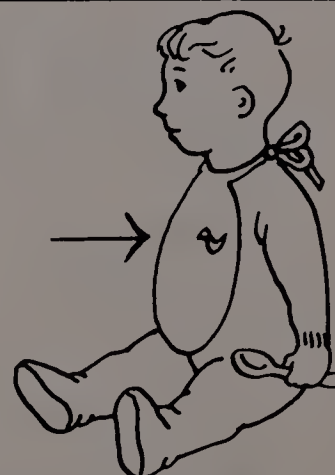
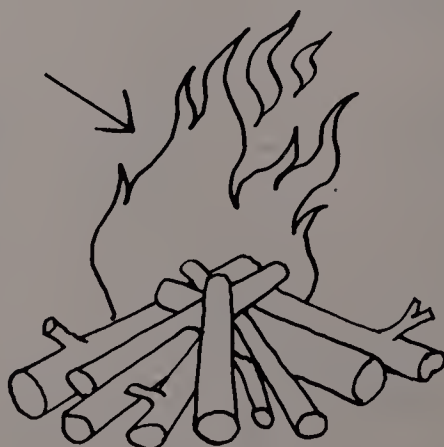
Unglided

Glided

Unglided

Glided

Unglided



Glided

Unglided

Glided

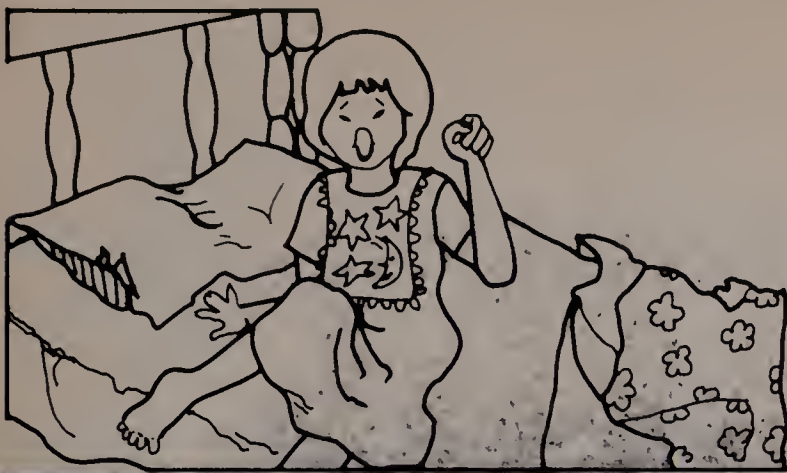
Unglided

Glided

Unglided

Phonemic Analysis of Unglided and Glided *i*. — Say the name of the picture. Listen carefully for the sound made by the letter *i*. If the letter makes a glided sound, color the "Glided" box blue. If the letter *i* makes an unglided sound, color the "Unglided" box red.

My name is \_\_\_\_\_



1. I get up.



get dressed

2.



3. I eat my breakfast.



to school

4.

Printing/Comprehension. — Look carefully at the pictures. Then read the sentences or words that go with the pictures. Print your own sentences to go with pictures two and four. End each sentence with a period.

# My name is

---

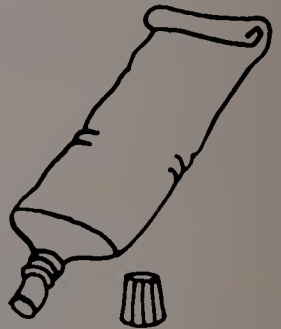
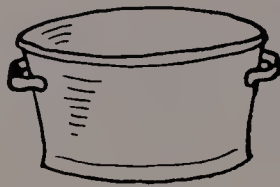
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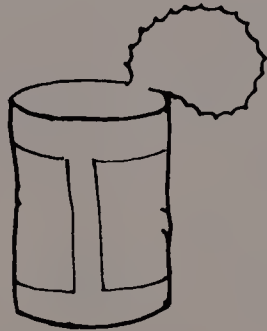
pet



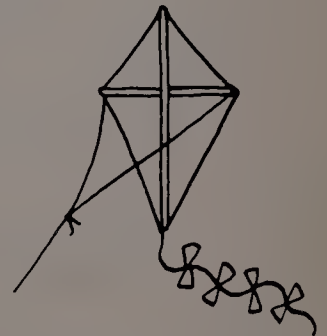
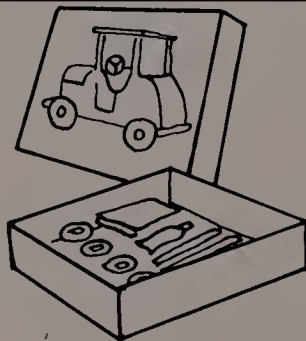
tub



can



kit



rob



Phonemic Analysis of Unglided and Glided Vowels/Printing. — Look at the pictures and read the words in the left column. Then look at the pictures in the right column. Print the glided-vowel word that goes with the picture.

# My name is

---

---

---



good-by



thank you

What will Curt say when he goes?

---

---

---

---

---

---

What will Mommy say to the man?

---

---

---

---

---

---

Printing/Comprehension. — Look carefully at the picture and word clues. Read the questions. Print a sentence to answer each question. Begin each sentence with a capital letter and end with a period.

# My name is

---



---



---



dime

lime

chime



bike

hike

like



sale

whale

tale

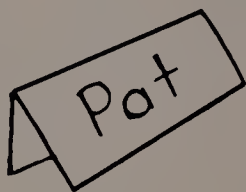
dime



lake

rake

bake



game

same

name



made

shade

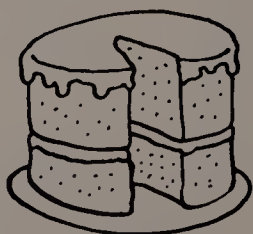
wade



hike

Mike

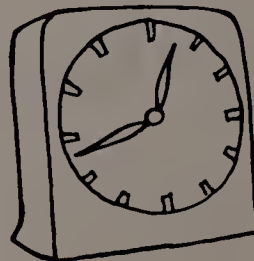
like



cake

make

lake



time

mime

dime

Structural Analysis: Graphemic Bases/Word Recognition/Printing. — Circle the word that names the picture in each box. Then print the word below the picture.

My name is \_\_\_\_\_



please



come in

What will Pat say to Mommy?

What will Daddy say to Grandpa?

Printing/Comprehension. — Look carefully at the picture and word clues. Read the questions. Print a sentence to answer each question. Begin each sentence with a capital letter and end with a period.

# My name is

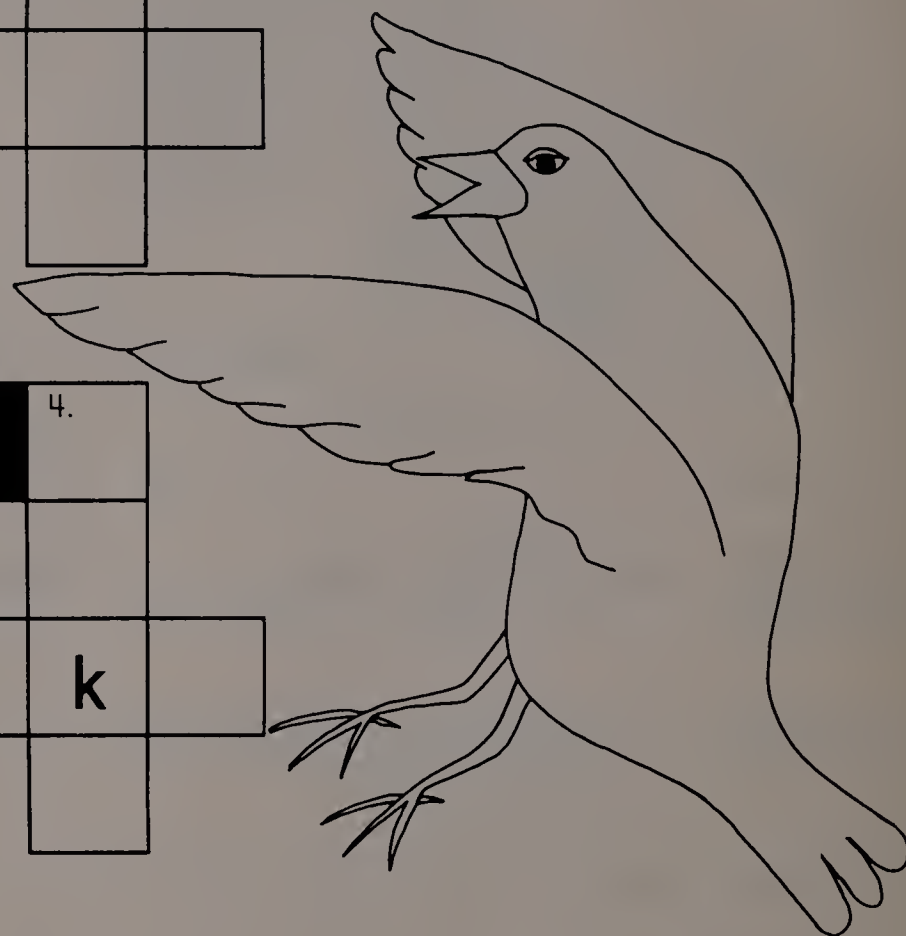
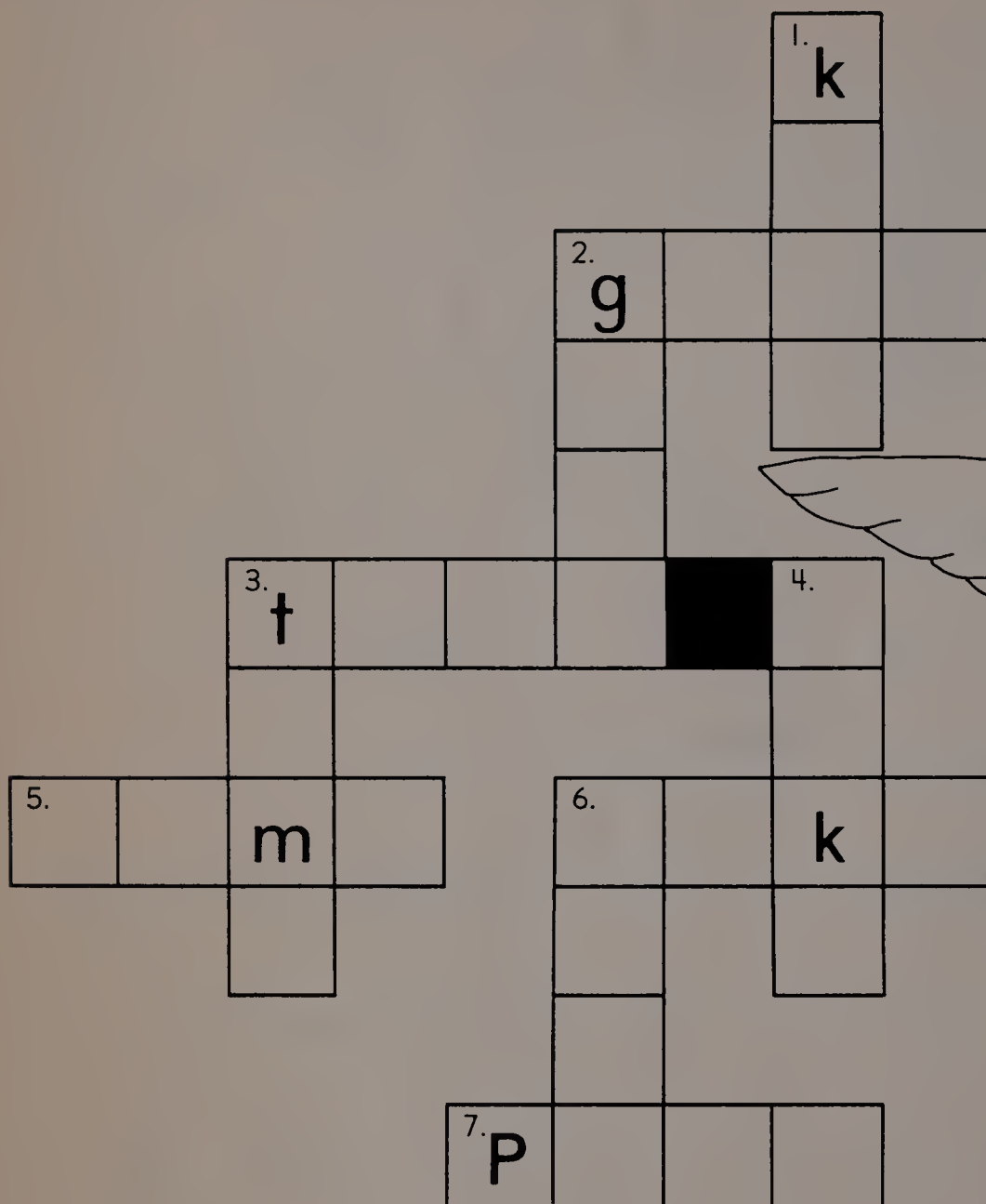
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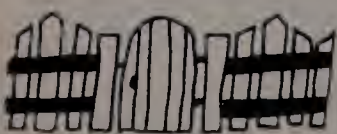

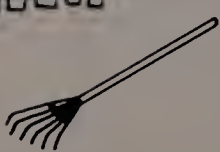

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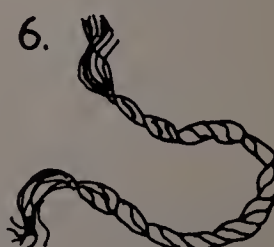
---



## Across

2. Open the 
3. A t\_\_\_\_ of  6. 
5.  7. A boy's name

## Down

1. Go fly a  4. 
2. Let's play a \_\_\_\_\_. 6. 
3. What \_\_\_\_ is it?

Phonemic Analysis of Glided Vowels/Spelling/Printing. — Use the sentence and picture clues to complete the crossword puzzle.

My name is

---

---

---

---

It will

---

---

---

---

today.

rain

we

rat

Did Jack

---

---

---

---

for the beans?

pet

pit

pay

He will

---

---

---

---

for Jack.

won

wait

what

What will the giant

---

---

---

---

?

say

son

day

The giant will

---

---

---

---

his castle.

rag

pat

paint

Phonemic Analysis of Vowel Sounds *ai*, *ay* / Word Recognition / Printing. — Choose the best word to complete each sentence. Complete each sentence by printing the word.

# My name is

---

---

---



rain

+



coat =

---

---

---



cook

+

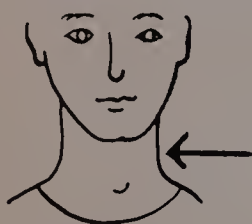


book =

---

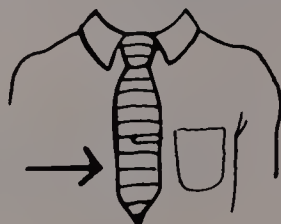
---

---



neck

+

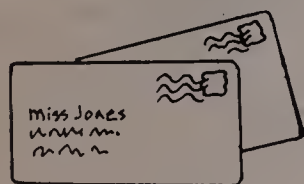


tie =

---

---

---



mail

+

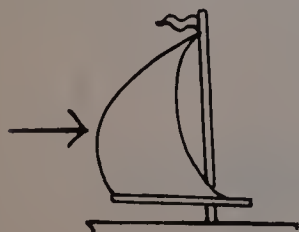


box =

---

---

---



sail

+



boat =

---

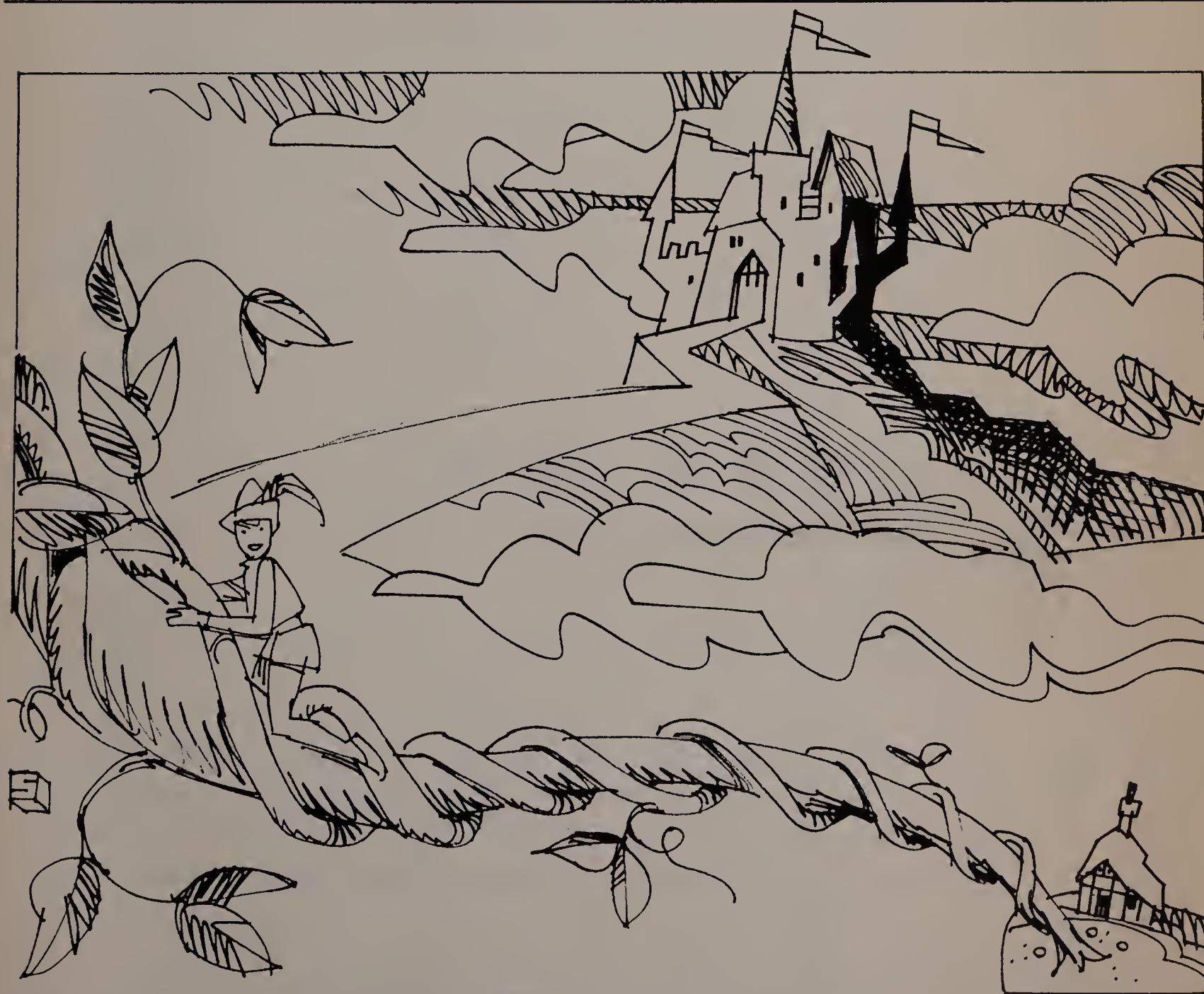
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Structural Analysis: Compound Words/Printing. — Look carefully at the pictures. Read the words below the pictures. Then print the compound word on the line.

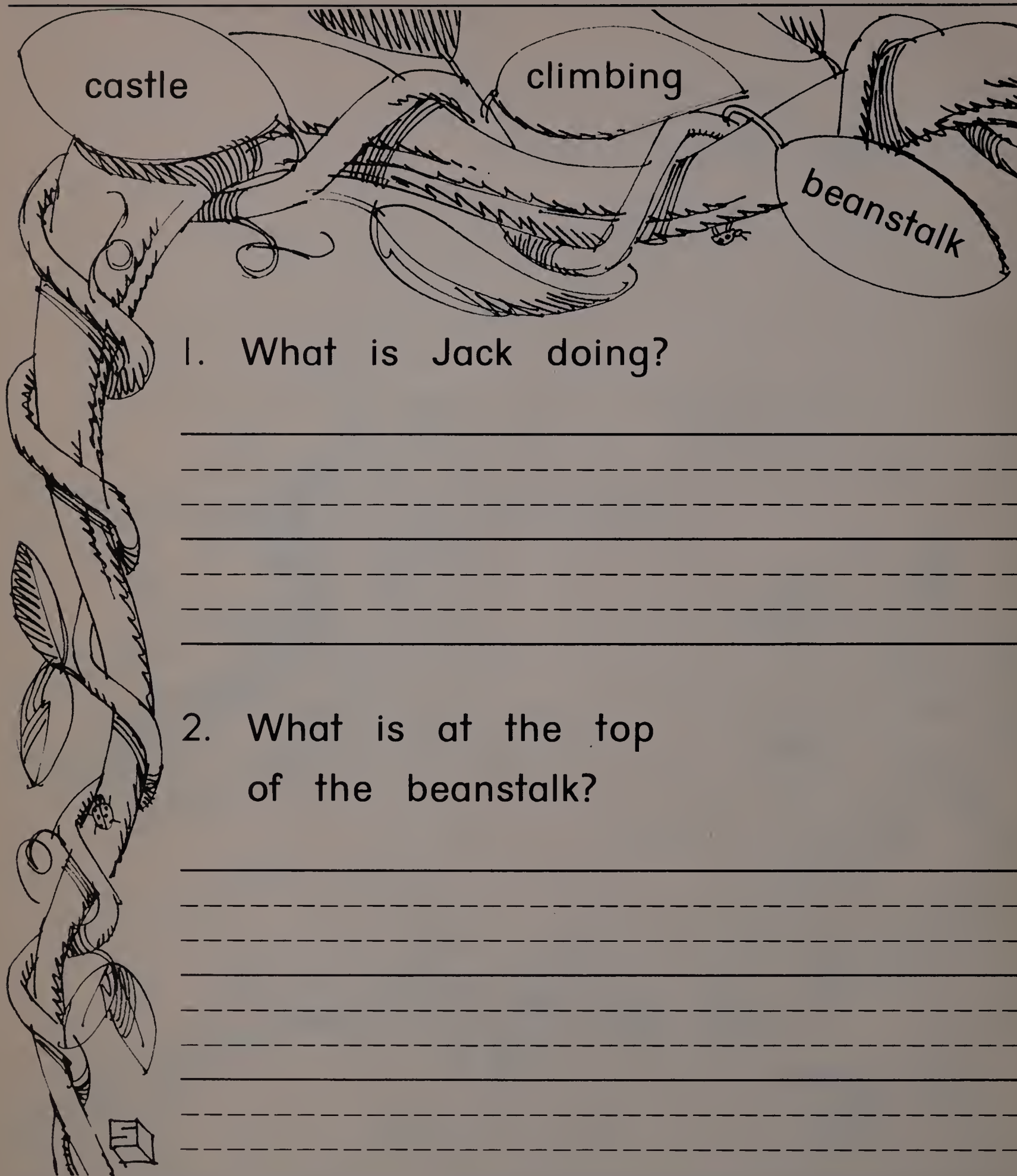
My name is

Can you give this story a good title? Write it here.



Printing/Comprehension. — Look at the picture carefully. Print a title for the picture. Use the picture to help you answer the questions on page 76.

My name is \_\_\_\_\_



Printing/Comprehension. — Read the words at the top of the page. Then read the questions. Print a sentence to answer each question. Begin each sentence with a capital letter and end with a period.

# My name is

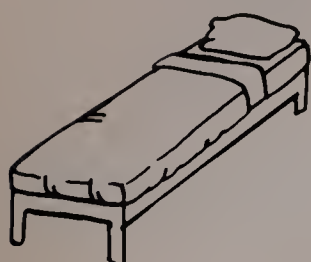
---



---



---



cot

coat



mope

mop



rod

road

cot



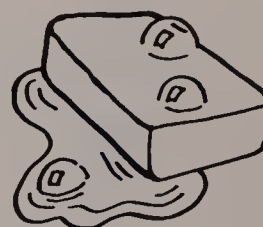
rob

robe



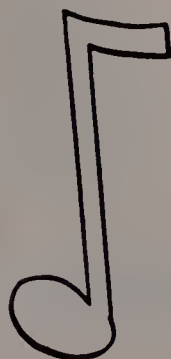
goat

got



sop

soap



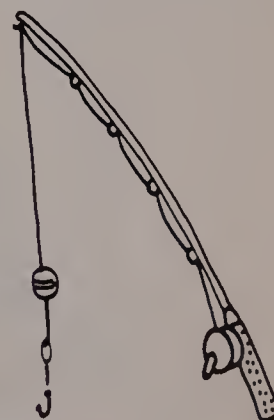
note

not



hop

hope



road

rod

Phonemic Analysis of Unglided and Glided o, vowel digraph oa /Printing. Circle the word that names the picture. Then print the word below the picture.

My name is

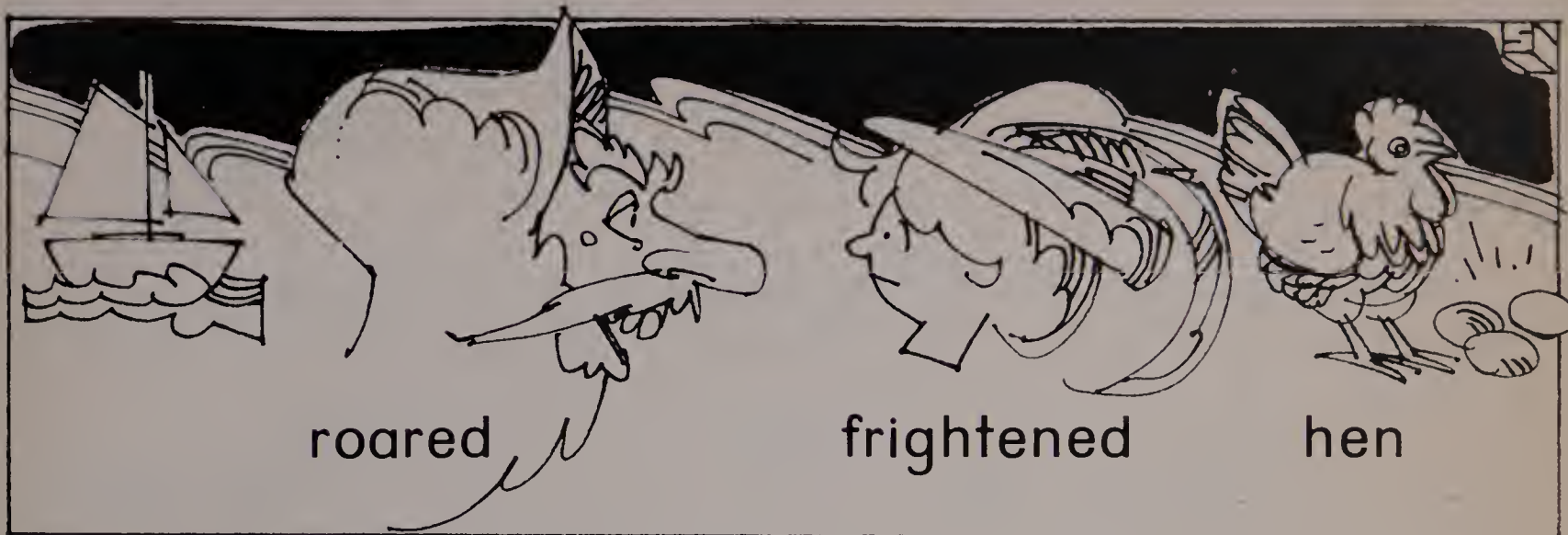
Give this story a good title.

Write it here.



Printing/Comprehension. — Look at the picture carefully. Print a title for the picture. Use the picture to help you answer the questions on page 79.

My name is \_\_\_\_\_



1. How did Jack feel when he saw the giant?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What did the giant do when he came home?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Printing/Comprehension. — Read the words at the top of the page. Then read the questions. Print a sentence to answer each question. Begin each sentence with a capital letter and end with a period.

# My name is

---

---

---

meat

reel

beet

wheel

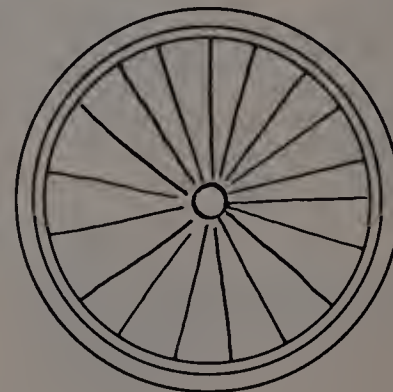
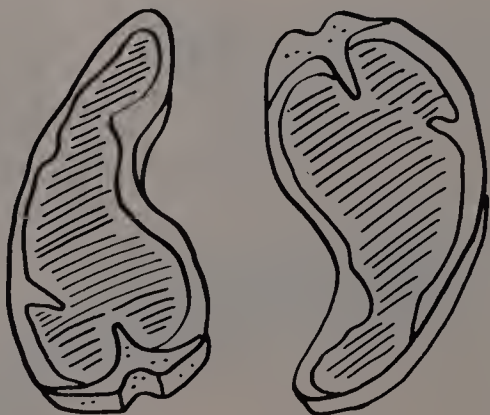
geese

read

seal

leaf

tree



Phonemic Analysis of Vowel Digraphs ee, ea /Printing. — Match each word at the top of the page with the correct picture. Print the word below the picture.

My name is \_\_\_\_\_

Jim fed the \_\_\_\_\_ a fish.

seal      set      seat

I want to \_\_\_\_\_ Mr. Mugs.

beet      feet      meet

Curt wants to play on the \_\_\_\_\_.

tent      team      test

Pat is not \_\_\_\_\_ to Tiger.

Jean      bean      mean

Sit in your \_\_\_\_\_.

set      seal      seat

Phonemic Analysis of Vowel Digraphs ee, ea /Structural Analysis: Graphemic Bases eet, ean /Word Recognition/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is

## All About You

1. What is your name?

---

---

---

---

---

---

---

---

2. How old are you?

---

---

---

---

---

---

---

---

3. What do you like to do?

---

---

---

---

---


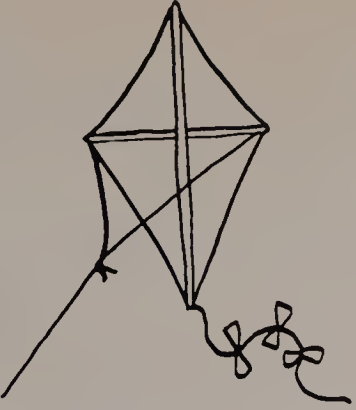



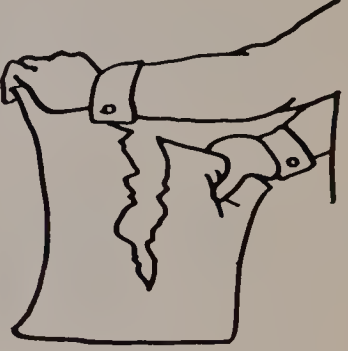



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Printing. — Read the questions. Print a sentence to answer each question. Begin your sentence with a capital and end with a period.

My name is \_\_\_\_\_

 <div>fly fry</div>	 <div>kit kite</div>	 <div>dime dim</div>
<div>fly</div>		
 <div>ride rid</div>	 <div>fry sly</div>	 <div>rip ripe</div>
 <div>sky spy</div>	 <div>pine pin</div>	 <div>try cry</div>

Phonemic Analysis of Glided and Unglided *i*, vowel *y*/Printing. — Put a box around the word that names the picture. Then print the word under the picture.

My name is

A pot for tea is a

A hive for a bee is a

A time for play is

A box for mail is a

A coat for rain is a

Structural Analysis: Compound Words/Printing. — Complete the sentences by printing a compound word. The compound word will be made up of two words from each sentence. Place a period at the end of each sentence.

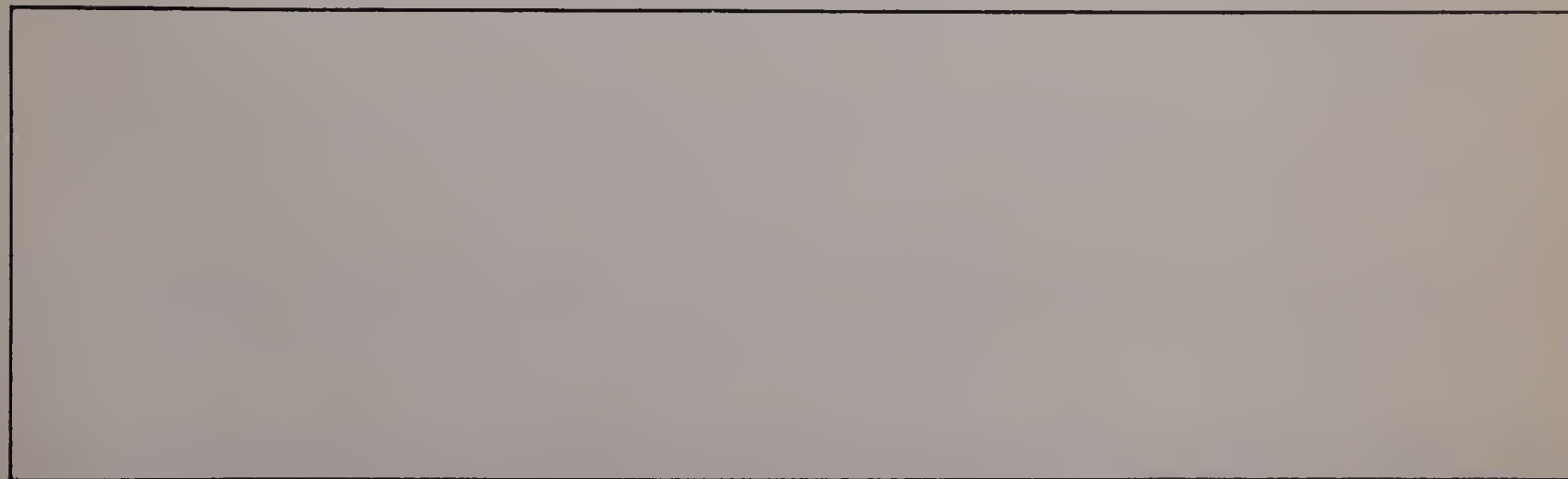
My name is

Finish these sentences.

1. I can

2. I like to

3. I wish

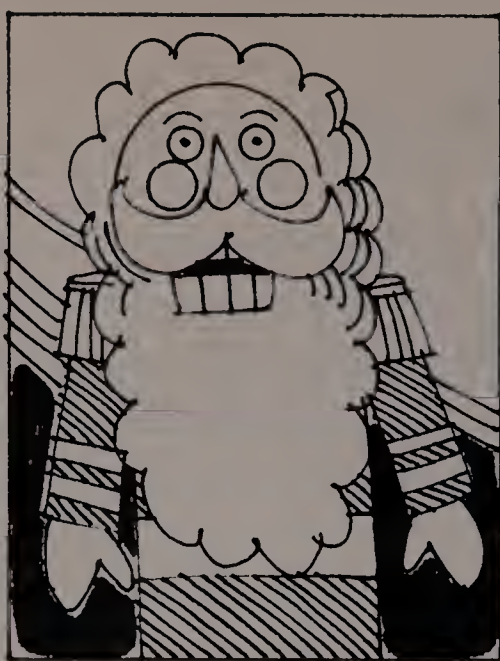


Printing. — Complete the sentences above. Place a period at the end of each sentence. Draw pictures of some things you like in the box.

My name is \_\_\_\_\_



looks so pretty



like a prince



a magic castle

1. Fritz saw \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Printing. — Look at the pictures and read the phrases. Then print three sentences. End each sentence with one of the phrases above. The first sentence is started for you. Begin each sentence with a capital letter and end with a period.

My name is \_\_\_\_\_

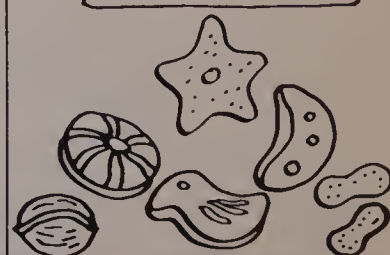
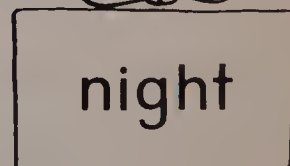
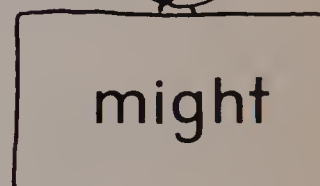
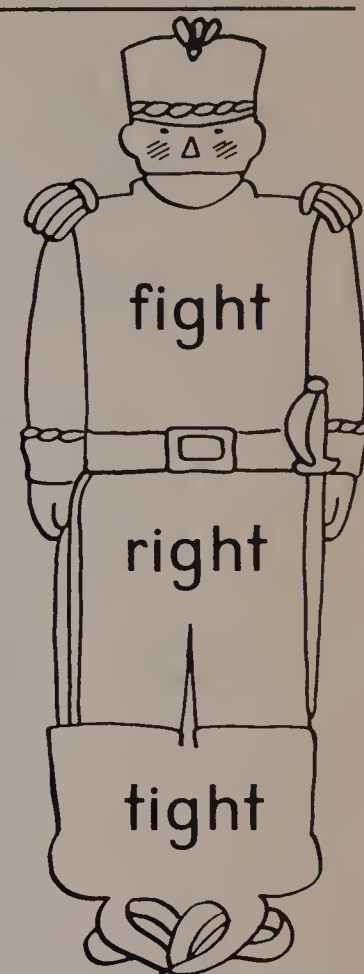
My shoe is too \_\_\_\_\_

Turn out the \_\_\_\_\_

Curt said, "Don't \_\_\_\_\_"

We sleep at \_\_\_\_\_

Go left, not \_\_\_\_\_



Structural Analysis: Graphemic Base *ight*/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word. End each sentence with a period.

My name is



Mr. Mugs

park

splash

puddle

friend

slide

pushed

laughing

Curt

frightened

fun

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

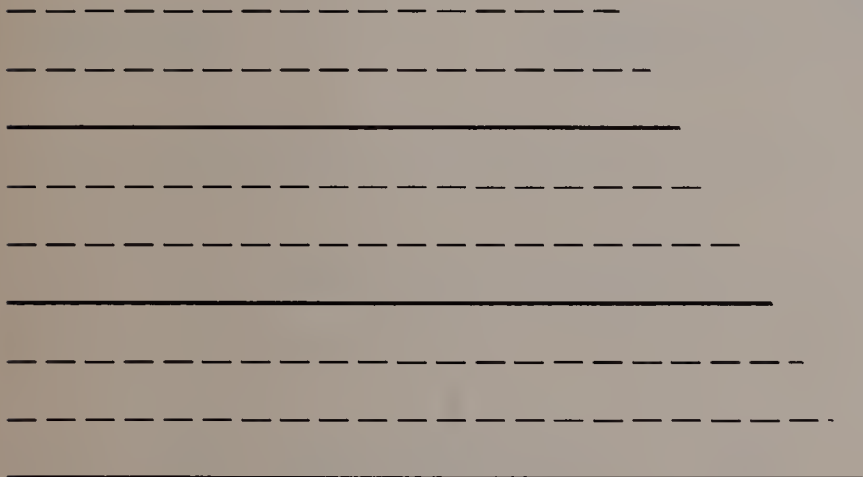
Printing. — Look at the picture and read the words on the right. Use the words to help you print a story about the picture. Use the print lines on this page and page 89. Begin each sentence with a capital letter and end with a period.

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---

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My name is



- Claire's shoe      fight
- Nutcracker      Fritz
- mouse-king      angry
- presents      giant
- frightened      prince
- turned      rocket

Printing/Comprehension. — Look at the picture carefully. Read the list of words on the right. Put a box around the words that go with the picture. Then print a story about the picture. Use the print lines on this page and page 91. Begin each sentence with a capital letter and end with a period.

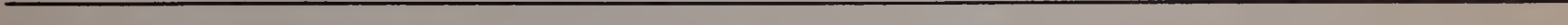
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My name is \_\_\_\_\_

	day pay say		seat seal soap		rain ran ray
	boat bay beet		dice rice mice		tight fight light
	peel pail pay		mat meal meat		coat cot coke
	fly cry shy		lay lean leap		tight might right
	ride mice night		sky try cry		lead leaf leak

Phonemic Analysis of Vowel Digraphs, y as the sound of i / Structural Analysis: Graphemic Bases *ice, ight*. — Look at each picture. Put a box around the word that names the picture.

My name is

What A Dog!



Printing. — Look carefully at the picture and read the title. Print a story about the picture. Use the print lines on this page and page 94. Begin each sentence with a capital letter and end with a period.

# My name is



Printing. — Continue your story on this page.

# My name is

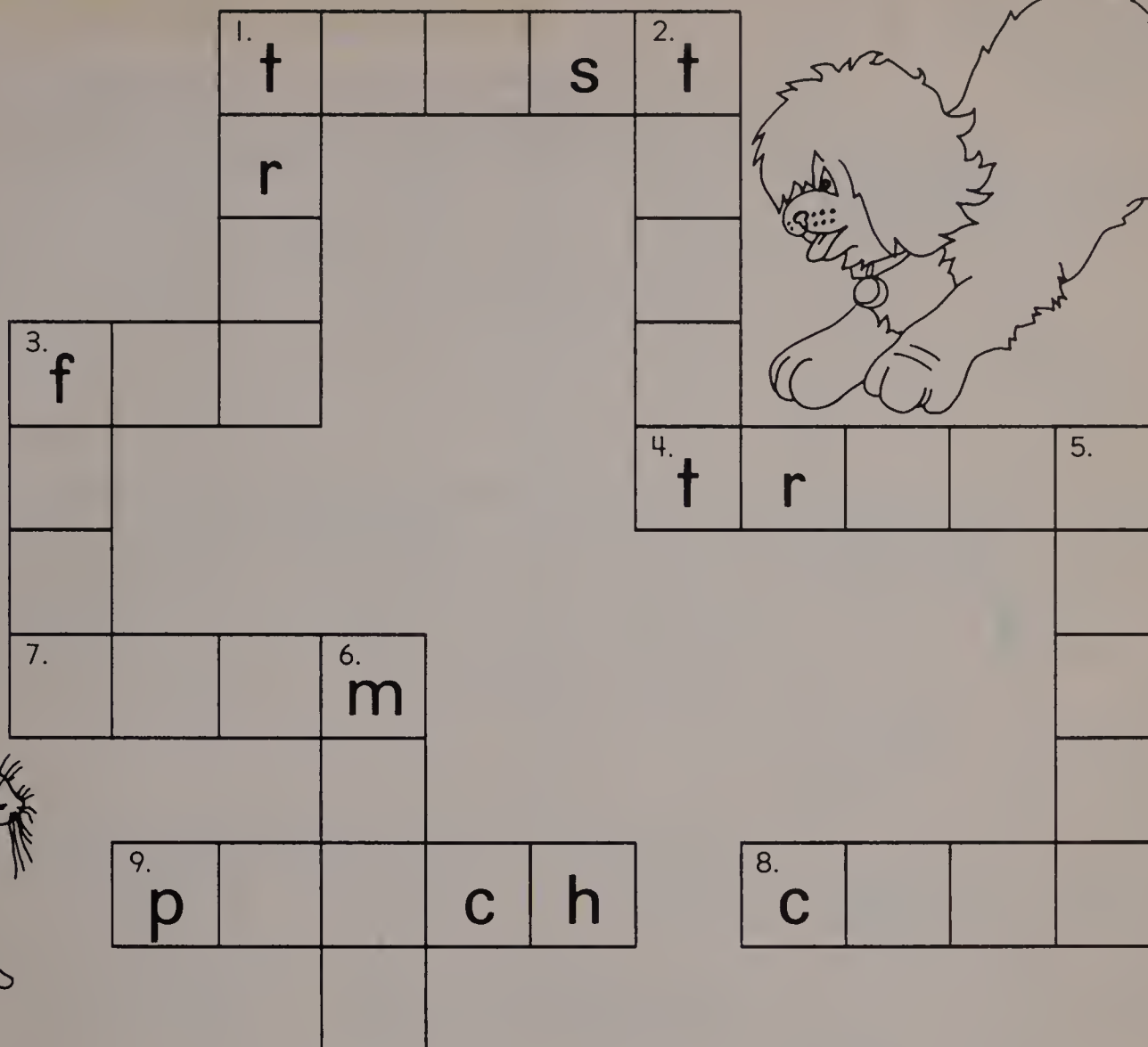
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## Across

1. Have this hot with jam.
3. You can f \_ \_ an egg.
4. 
7. Pat plays on a baseball \_ \_ \_ .
8. Put this on when it's cold out.
9. This is good to eat.

## Down

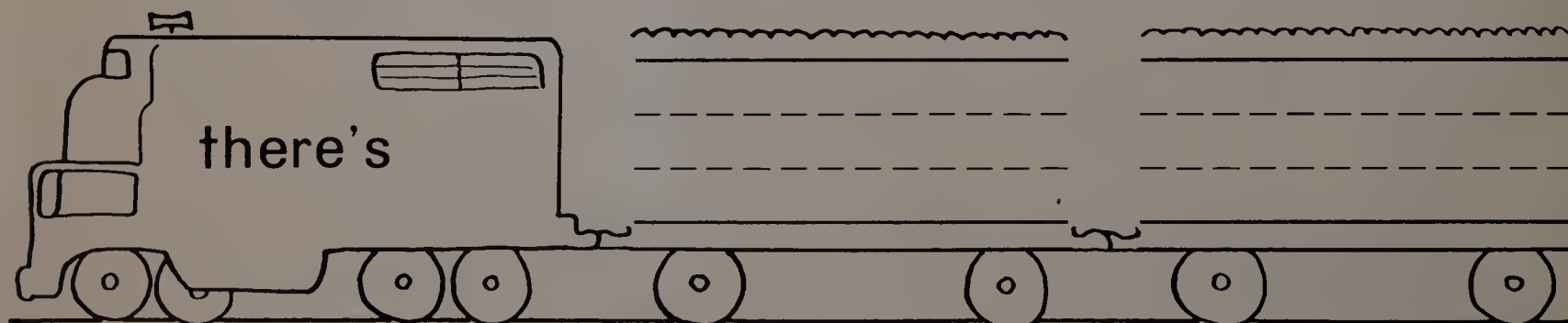
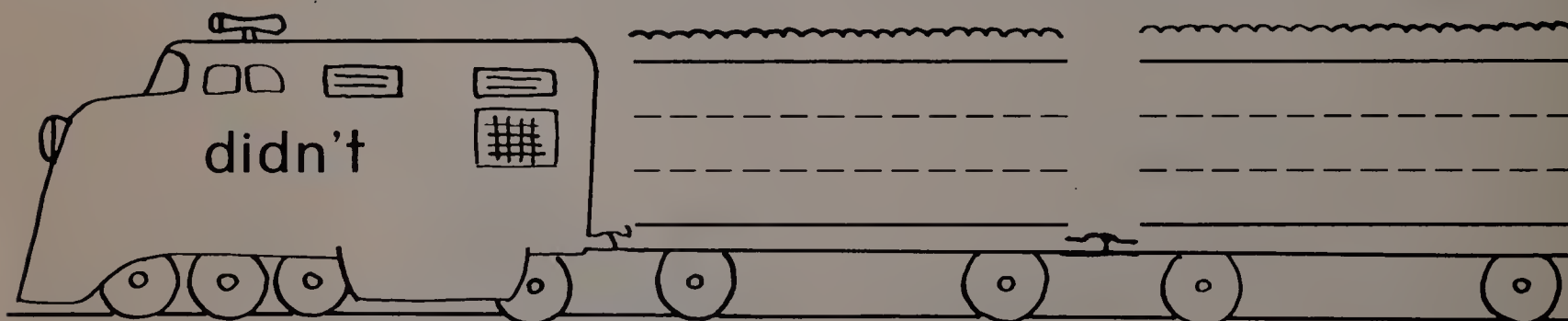
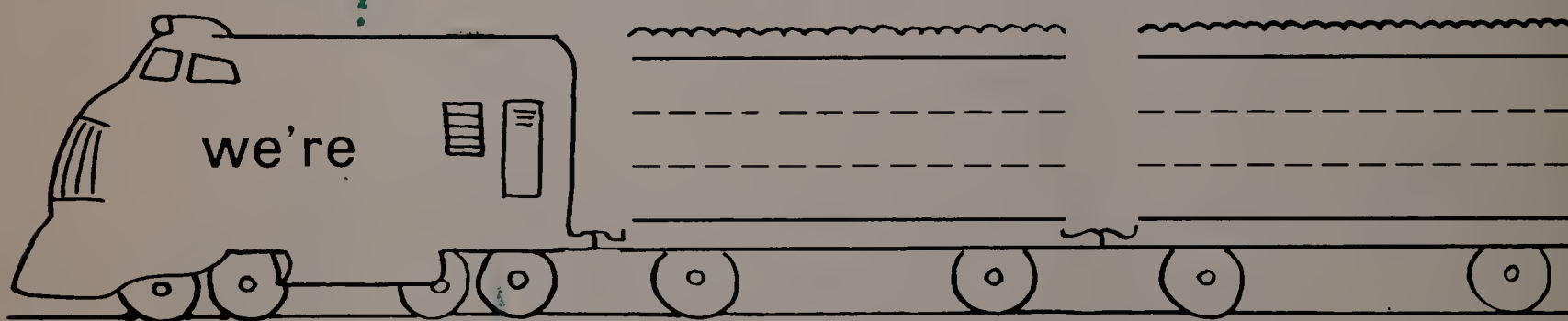
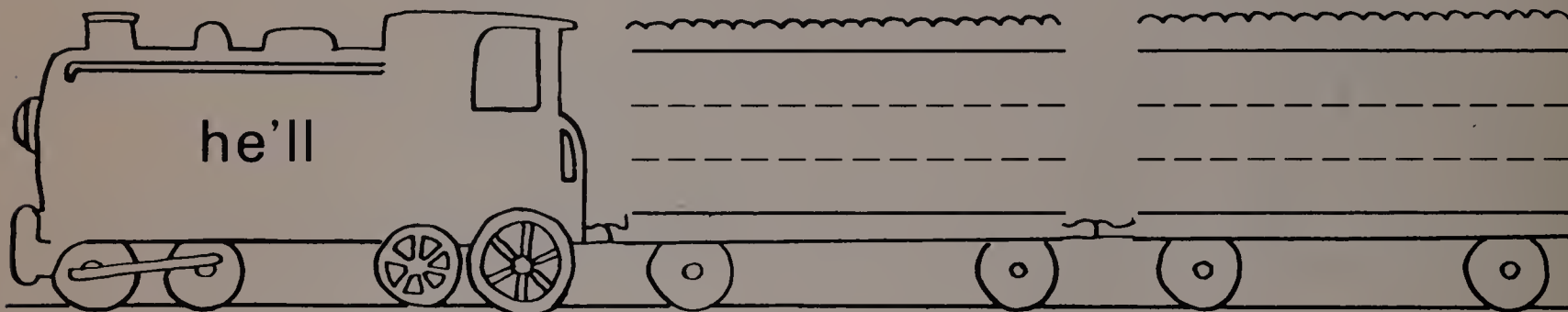
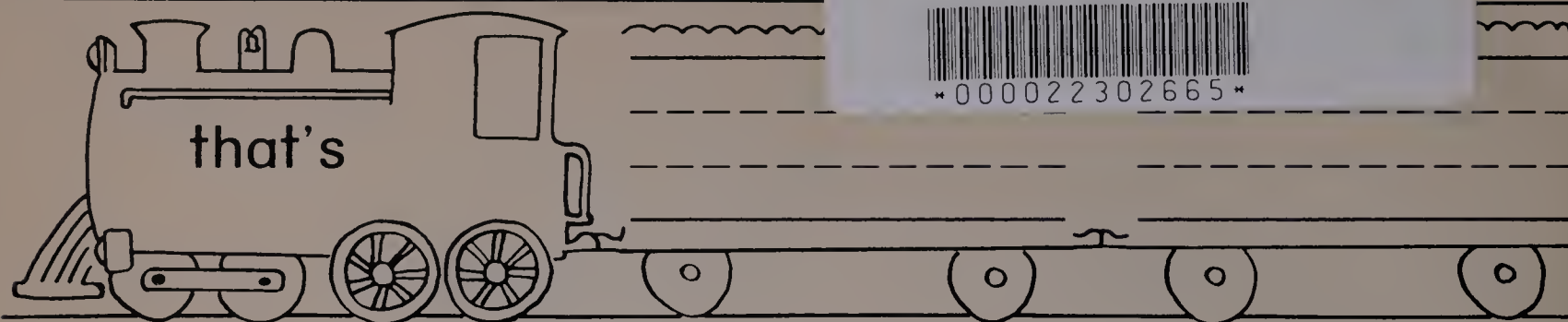
1. Put the cups on the 
2. Ouch! My shoe is too t \_ \_ \_ \_ !
3. 
5. This is a good time to sleep.
6. Beef and ham are m \_ \_ \_ .

Phonemic Analysis of Vowel Digraphs, y as the sound of i // Structural Analysis: Graphemic Base ight / Spelling / Printing. — Use the picture and word clues to help you complete the crossword puzzle.

# My name is

LB 1576 S78.1977 LEV-3 ACT-BK-B  
C-2  
STARTING POINTS IN LANGUAGE ARTS/

39338871 CURR *Hisp*



Structural Analysis: Contractions/Printing. — Print the two words that make up each contraction.

<i>First Prize for Mr. Mugs</i>	Decoding Skills			Initial Writing Skills
Story Title	Phonemic Analysis Pages	Structural Analysis Pages	Word Recognition Pages	Printing Pages
What Can We Do?	1			1, 2
Let's Make Something	3	4	3	3, 4, 5
Dinosaurs/Whales	6	7	6	6, 7, 8, 9
More and More Splashes	10	11	11	10, 11, 12
Tiger's Surprise	13			13, 14
The Prize		15	15	15, 16
A Trip to the Zoo				
Review		17		17, 18
Georgie Giraffe	19	20	19	20, 21, 22, 23
Just the Thing, Part 1		24	24	24, 25, 26, 27
Just the Thing, Part 2	28	29	29	28, 29, 30, 31
For the Birds, Part 1	32	33	32	32, 34
For the Birds, Part 2	35	36		36, 37
Review	38			38
Pets		39	39	39, 40
All About Dogs	41	42	42	41, 42, 43, 44
Dogs At School		45, 46, 47	47	45, 46, 47, 48
First Prize for Mr. Mugs	49			49, 50
Review	51, 52	52		51, 52, 53
<i>Mr. Mugs Is Lost!</i>				
The Rocket	54		54	55, 56
Mugs I	57			57, 58, 59
Out Into Space	60		60	60, 61, 62
Review	63			63
A Sad Story, Part 1		64	64	64, 65
A Sad Story, Part 2	66			67
Lost — A Dog! Part 1	68			68, 69
Lost — A Dog! Part 2		70	70	70, 71
Review	72			72
Jack and the Beanstalk, Part 1	73	74	73	73, 74, 75, 76
Jack and the Beanstalk, Part 2	77			77, 78, 79
Jack and the Beanstalk, Part 3	80, 81	81	81	80, 81, 82
The Nutcracker, Part 1	83	84		83, 84, 85, 86
The Nutcracker, Part 2		87		87, 88, 89, 90, 91
The Nutcracker, Part 3	92	92		93, 94
Review	95	95, 96		95, 96

**Starting  
Points**  
in  
Language  
Arts



Level 3

C 52448